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ABSTRACT

Developed in Australia, this Survival Kit for Parents is a program to enable parents to help their children with kindergarten and primary school education. The kit provides hands-on knowledge and skills for parents in regard to their child's education, as well as allowing parents to work towards credit in general education for adults. The Survival Kit includes a presenter's guide and a workbook for participants. The presenter's guide provides information for each of the 14 topics covered in the participant's workbook and includes a topic overview, topic aims, and preparation needed. Each topic includes these two sections: a suggested lesson plan (presenter notes, discussion topics, and activities) and assessment tasks based on nine learning outcomes. For some topics, there is an additional section on homework. The following topics are covered: (1) introduction; (2) encouraging your child; (3) understanding your school; (4) children's literature; (5) reading; (6) writing; (7) spelling; (8) mathematics anxiety; (9) learning mathematics; (10) place value; (11) number skills; (12) metrics; (13) other school subjects; and (14) returning to study. In addition, the presenter's guide provides information on marketing the parent-education program, assessment tasks, and recordkeeping. (KC)

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ED 431 886

School Survival Kit For Parents

PRESENTER'S GUIDE

helping your kids cope with reading writing and maths at school

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School Survival Kit For Parents

helping your kids cope with reading, writing & maths at school

TRENDS
IN TRAINING

Adult Education in
the Community

SCHOOL SURVIVAL KIT FOR PARENTS
HELPING YOUR KIDS COPE WITH READING, WRITING
& MATHS AT SCHOOL
PRESENTERS GUIDE
ISBN 0 7311 2667 X

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General Manager, Adult, Community and Further Education Board, PO Box 266D, Melbourne, Victoria.

Further copies of this publication can be obtained from The Adult Education Resource Information Service (ARIS). Telephone (03) 9926 4779.

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The views expressed in this publication are those of the authors and do not necessarily reflect the views or policies of the Adult, Community and Further Education Board, Victoria.

TRENDS
IN TRAINING

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School Survival Kit For Parents: Program Overview

Introduction

Welcome to the School Survival Kit For Parents: helping your kids cope with school.

The Aims Of This Program

This School Survival Kit For Parents is a program to enable parents to help their kids with school. This kit aims to:

+ give parents the confidence to help their children with their school work
+ provide parents with practical advice relating to their child's reading, writing and maths skills
+ provide parents with skills in basic literary and numeracy
+ encourage parents to return to study and build on their existing skills
+ provide the start of a qualification.

The Target Group

This program is aimed at parents who:

+ want to help their children with their primary school education
+ may need the confidence and skills to assist their children with school work
+ are interested in returning to study.

The General Curriculum Options Of The Certificates In General Education For Adults

This School Survival Kit for Parents provides hands on knowledge and skills for parents in regard to their child's education. It also allows the participant to work towards a qualification. Participants in the program can receive credit in the General Curriculum Options (GCO) stream (at level II or III) of the Certificates in General Education for Adults (CGEA).

To enable the participants to achieve the GCO credit and recognition you, the presenter, will need to ensure that certain assessment tasks and the appropriate competencies have been completed. Records will therefore need to be accurately completed for those parents who want to participate in the GCO. A Record Keeping section is included in this Presenter's Guide.

Background Reading

To fully understand the GCO stream, its assessment and philosophy, it is necessary for you to read the Certificates in General Education for Adults document (Adult Community and Further Education Board 1996). You should read the redeveloped certificate that was reaccredited in December 1996.

The following areas within the document should be read:

- course outcomes
- course structure
- assessment strategy
- articulation.

You must read the Assessment Strategy sections including the assessment methods, assessment conditions and Recognition of Prior Learning. A solid understanding of these will allow you to fairly assess learning outcomes.

Levels Of Assessment

The Certificates in General Education for Adults and the General Curriculum Options Stream has four levels. You will need to informally assess or interview participants to gauge their current level of ability.

If you believe that a participant is working at level I of the GCO they will be unable to achieve the assessment tasks or credential. You are advised to speak to the participant about this. You need to point out that completion of the assessment tasks is completely voluntary and in fact unnecessary if helping their child at school is the participant's main goal. The parent could be counselled to perhaps go on to the CGEA at level I, at a later stage.

Choosing Level II Or III Assessment

You will need to have (by the second or third session) a general picture of the participants' level of literacy. This will allow you to help each participant decide on the level of assessment that they wish to undertake. Participants should be encouraged to place themselves after they have read the requirements of the assessments with the presenter (refer to Assessment Tasks).

Delivering The Program

This program can be delivered by any organisation with an interest in adult education.

To give the GCO credit, the program must be delivered by a registered training provider with "authority to conduct" the CGEA.

The program can be delivered to:

- parents of primary school children
- parents of kindergarten children
- adults who care for children including grandparents, child care workers and homework centre volunteers.

The Presenter

The person who delivers this program must be a qualified teacher with appropriate knowledge, skills and attitude.

Knowledge

- You must be a teacher with a thorough knowledge of the primary school education system, the curriculum and of good teaching practice.

- You need a good knowledge of child development and learning processes.
- You must have a basic knowledge of adult education philosophy and practice.
- You need an understanding of the Certificates of General Education for Adults (CGEA)—its aims, streams, levels, credentials and articulation.
- You need an understanding of the General Curriculum Options (GCO) stream of the CGEA.

Skills

- You must have experience in adult education and good teaching practice.
- You need skills in building adults' confidence and self-esteem through appropriate learning strategies.
- You need communication and liaison skills with a wide range of people.
- You must have the ability to empathise with adults with low literacy or numeracy skills.

Attitude

- You require empathy with new adult learners.
- You require an understanding of the difficulties involved in returning to study.
- You need a positive attitude to different primary teaching strategies.

Setting Requirements

To help this program run smoothly a few basic requirements are needed. The program requires access to a room with the following equipment:

- tables
- chairs
- whiteboard/markers/eraser.

The learning environment should be large enough to comfortably seat approximately ten participants. The arrangement should allow you to move around and work with individual group members. The whiteboard should be placed so that all participants can see it.

Attention should also be given to lighting, ventilation and heating/cooling, depending on the time of year.

Resources

The School Survival Kit For Parents consists of:

+ this Presenter's Guide
+ a Workbook for participants.

The Presenter's Guide provides the framework and detail for delivering this program. The Workbook provides learning activities and vital information for participants.

Some of the topics require certain resources. These are listed at the beginning of each topic. You also need a copy of, or access to, the curriculum for the GCO of the CGEA.

Topic Areas

The program is broken into topics which are listed below. The program you run may include all or some of these topics. It is recommended the topics run in the order listed.

The approximate duration required for each topic is given. This time does not include time spent on presentations by the participants for their assessment tasks.

Topic Area	Approx. Duration
Introduction	1 hr
Encouraging Your Child	2 hrs
Understanding Your School	1 hr
Children's Literature	3 hrs
Reading	3 hrs
Writing	3 hrs
Spelling	3 hrs
Maths Anxiety	1 hr
Learning Maths	2 hrs
Place Value	3 hrs
Number Skills	9 hrs
Metrics	3 hrs
Other School Subjects	6 hrs
Returning To Study	3 hrs
Total	43 hrs

How A Topic Works

The Presenter's Guide commences each topic with information on:

- topic overview
- topic aims
- any preparation needed.

Each topic includes a suggested lesson plan for you to follow. Each lesson consists of a combination of the following:

- presenter notes
- discussion topics
- activities.

Presenter Notes

Suggested areas for you to talk to the group about are included in each topic. You should:

- use these as a guide
- feel free to add to the content by drawing from the participants' experiences
- be familiar with the topic content before commencing each topic.

Discussion Topics

Each topic includes some areas for discussion by the group. Group discussion allows the participants to get to know one another and to get to know each other's children.

Encourage discussion as much as possible. A great deal can be learned by the participants sharing their experiences, fears, hopes and goals.

Activity

Each topic includes activities. These help the participants practise their skills. Most activities are included in the Workbook.

Some activities require answers. You are advised to prepare the answers prior to each session.

Assessment

There are nine learning outcomes in the GCO. A participant must demonstrate competency in three out of nine learning outcomes. Competency is demonstrated by assessment.

Suggested assessment tasks for this program are included in the Assessment Tasks section of this Presenter's Guide.

Homework

Some topics have homework tasks. You should allow time at the beginning of each session to revise any homework from the previous session and to answer any questions.

Marketing The Program

Introduction

The organisation delivering this program will need to attract a number of participants. This section may provide some ideas for marketing and attracting a group.

Attracting A Group

- Target a particular school or kindergarten. Get permission from the school or kindergarten to run the program. (This program can be used to foster parent involvement in the school, so it's not hard to get the support of the school administration.) Send home a flyer to parents. Promote the program in the school newsletter.
- Target a particular group or community organisation such as Neighbourhood House. Get the go ahead from the organisation. (This program can be used to foster member involvement in the group, so again it's not hard to get the support of administration.) Deliver flyers to members of the group. Put up a notice on the notice board. If the group has a newsletter, promote the program in it.
- Run some newspaper advertisements.

Promotional Tools

Some ideas for promotion follow. Examples provided include:

- a newsletter insert
- newspaper advertisements
- fliers.

If you like any of these you can cut and paste to produce your own.

Newsletter

SCHOOL SURVIVAL PROGRAM FOR PARENTS

A program to empower parents to help their children with their homework will be run in May.

This program will give you the confidence to help your child with their school work. You'll be given practical advice relating to your child's reading, writing and maths skills.

You'll learn the best ways to encourage and support your child.

You'll also get to meet other parents. Interested? Contact Gwen Hallyburton for more information.

Newspaper Advertisement

If your child is in primary school

they'll want your support

You can help!

School Survival Program For Parents
helping your kids cope with school

This program will give you the confidence to help your child with their homework. You'll learn some strategies for helping your child with their reading, writing and maths skills. You'll learn the best ways to encourage and support your children.

Time: 9 am to 12 noon

Dates: May 1, 8, 15, 22 and 29

For more information phone: (03) 5566 1234

School Survival Program For Parents

A program that will empower you to

help your kids cope with school

This short course gives practical advice relating to your child's reading, writing and maths skills.

This program is a good way to return to study and is the start of a qualification.

For further information phone the Adult Literacy Coordinator on (03) 5566 5678.

South West T A F E

South West Institute of Technical and Further Education

South West T A F E

THE SCHOOL SURVIVAL PROGRAM FOR PARENTS

will give you the confidence and skills to help your kids cope with school.

This short course gives practical advice relating to your child's reading, writing and maths skills.

This program is a good way to return to study and is the start of a qualification.

For further information phone the Adult Literacy Coordinator

Single Sided Flyer

Are you confident when helping your child with homework?

Can you help improve your child's handwriting?

Do you know how your child is taught maths at school?

These topics and more are covered in the

School Survival Program For Parents

helping your kids cope with school

Where: School Canteen

When: Each Wednesday in March and April

Time: 12 noon to 3 pm

What to bring: a pen

We will provide: all materials and afternoon tea

For further information contact the Adult Literacy Coordinator (phone 5566 1234).

Double Sided Flyer

School Survival Program For Parents

helping your kids cope with school

Education doesn't just take place at school

- ✣ Learn the best ways to encourage and support your child at home.
- ✣ Gain confidence in your ability to help your child with their homework.
- ✣ Learn how to make learning fun and enjoyable for your child.
- ✣ Find out how your child learns to read, write and do maths tasks.

South West TAFE

South West Institute of Technical and Further Education

School Survival Program For Parents

helping your kids cope with school

Where: School Canteen

When: Each Wednesday in March and April

Time: 12 noon to 3 pm

What to bring: a pen

We will provide: all materials and afternoon tea

For further information contact
Adult Literacy Coordinator (phone 5566 1234).

South West TAFE
South West Institute of Technical and Further Education

Assessment Tasks

TOPIC	Understanding Your School A research project	Children's Literature Choosing and using a book	Maths Skills Everyday maths and solving problems	Returning to Study My options
Collecting, Analysing & Organising Information	2.1 Find information about your child's school, especially those areas you could become involved in. 3.1 Find information about your child's school, especially those areas you could become involved in. Also interview a parent who is already involved.	2.1 Choose a child's book suitable for your own child.	2.1 Identify an area of maths that you find difficult and that perhaps you could help your own child with. 3.1 Identify the everyday maths tasks that you do and those that you have difficulty with. Some tasks may be the maths that you would like to help your child with but can't.	2.1 Assess your needs and investigate your further education options. 3.1 Investigate your options for further study. Collect information from a range of sources.
Planning & Organising Activities	2.2 Compile a chart about the information you have collected and use this as the basis of your presentation. 3.2 Plan a presentation to the group after organising the information you have collected from a number of people.	2.2 Using guidelines given in class, plan and present the book to your own child. 3.2 Choose a range of books for a specific age group and evaluate why, with whom and how you would use them.		
Communicatin Ideas & Information	2.3 Present the information you have collected about your child's school to the group. 3.3 Present the information you have collected including the results of the interview. You will present your findings to the group using a chart to help.	2.3 After presenting the book, give your findings to the group, discussing what, why and how you used it. 3.3 Present the findings of the team to the group.		2.3 Present your findings to the group. 3.3 Present your findings to the group, including the reasons for/against particular options.
Working With Others & In Teams		3.4 Working in a small team of 2-3 people to present your information.		
Using Mathematical Ideas & Techniques			2.5 Find out how a maths problem is taught in your child's class. 3.5 Discuss with your child's teacher the maths task you would like to help your child with. Identify how it is taught and discuss how you could assist your child.	
Solving Problems			2.6 Use the teacher's techniques to help your own child with maths homework. 3.6 Identify the maths area that you would like help with and explain to the group how it is taught in your child's class.	2.6 Assess and identify your needs for further education. 3.6 Identify your personal needs and assess the options available to you for further education.

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Understanding Your School Research Project - Level II

Learning Outcomes

2.1, 2.2, 2.3

Assessment Task

Your task is to find out as much information as possible about the areas in your child's school in which you could be directly involved. For example, parent's group, excursions, reading. You will choose some of these groups or activities and produce a chart. You will present your findings to your group.

Guidelines

1 You should research and collect information for the following.

- + **Who** can I contact if I would like to find out about getting involved in my child's school? (2.1a)
- + **What** groups, committees or activities are available for me to join? (2.1a)
- + **When** are these groups or activities available for me to join? (2.1a)
- + **Why** are these groups or activities formed? What are their purposes? (2.1a)
- + **Where** do these groups or activities meet or happen? (2.1a)
- + **How** can I join in? Are there any special skills or requirements involved? (2.1c)

You may collect your information by asking your child's teacher or perhaps the school principal or school secretary. There are many places you could find information. (2.1b)

You could check your information by discussing it with a teacher or another parent who is involved in school groups or activities. (2.1d)

2 Write down notes as you do your research on each of these. (Your presenter can help you.) When you have finished make sure that all the who, what, when, why, where and how questions and the information have been covered. (2.1a & b)

3 Now compile a list of those groups or activities that you believe are most relevant to you and that perhaps you would like to join at some stage. (2.2c)

Also list why you are interested in that particular group or activity and list when they meet or happen. Use a chart like this...

Group/Activity	Reason for my interest	When it happens
PARENTS GROUP *Perform many tasks essential to the smooth running of the school and are the chief fund raising body.*	*I could find out more about the school. I could help raise money and get to know more parents.*	*They meet every month (1st Tuesday).*
READING *To assist each child change their reader and to enable one on one reading.*	*I enjoy little kids. I would help prep/grade 1. It would improve my reading.*	*They hear reading every morning. It's up to you when you want to go.*

(2.2c)

4 Present your chart to your group and explain:

- + which groups or activities you have chosen
- + what is the purpose of the groups or activities
- + why you have chosen them
- + how often they meet or happen. (2.3a & b)

You may wish to present the chart to your group on paper or the board. This will act as a prompt and help you to speak to your group. (2.3c)

5 You will also need to answer any questions from your group—so you may wish to jot down any possible questions and answers. Remember to ask your group if they have any questions. (2.3d)

Understanding Your School Research Project - Level III

Learning Outcomes

3.1, 3.2, 3.3

Assessment Task

Your task is to collect information about how parents can become involved in the school that your child attends. You will interview a parent who is currently involved in a group activity. You will present your findings to your group as well as produce a one page information sheet.

Guidelines

1. You may work in a small group or individually.
2. You will need to keep the purpose of this task in mind and start to gather information from parents, teachers, the principal, school secretary etc. (3.1a & b), (3.2a)
3. Remember, your information will be presented back to your group—so consider who is in the group. Do they already know the school that your children attend? etc. (3.1a & b), (3.2a), (3.3a & b)
    + present (orally) the school groups or activities that a parent can join at your child's school
    + present (orally) the views of a parent who is currently involved in a group or activity at the school
    + produce a one page information sheet that briefly outlines the groups or activities that any parent could involve themselves in at the school. (3.1c), (3.3c)

4 Your presentation needs to last no more than five minutes. You may wish to sort the information that you have collected into headings and subheadings. For example:

Group/ Activity	Purpose of the group/ activity	Members	How often it happens	Contact person

(3.1c), (3.3a)

5 Before you interview a parent already involved in a school group or activity you will need to think of possible questions. The headings above could help you. (3.1b & c)

6 You can also use the interview to check the accuracy of the information you have already collected. Alternatively, a teacher may be able to do this for you. (3.1d), (3.3c)

7 Remember to use a simple outline or layout for your one page information sheet, so that your group can easily grasp all the information. This information sheet can also form the basis of your presentation and be used as a cue-card for you. You can expand on one of the groups or activities using the interview information you have collected. (3.1a)

8 You can also devise some simple evaluation questions that could easily be answered by those who have seen your presentation and information sheet. For example:

- How easily did you understand the information?
- List any areas that you found difficult to understand.
- Comment on the layout of the information sheet.

(This feedback can provide you with ideas on how to communicate more effectively next time. Make comments on this and include them with the audience's responses.) (3.3d)

Children's Literature Choosing & Using A Book Level II

Learning Outcomes

2.1, 2.2, 2.3

Assessment Task

This task is about finding a suitable book for your child. You will need to use the information given to you in class to help you. You will need to look back at your class notes. (2.1a)

Guidelines

1 You could find books at your local library, at your child's school or any other place that stores children's literature. You do not need to buy a book, unless you want to. (2.1b)

2 When searching for the right book keep in mind the ideas spoken about in the **Children's Literature** topic. List the reasons you have for choosing a book. (2.1c)

3 Check this with the ideas you have been given in the **Children's Literature** topic. (2.1d)

4 When you have chosen a suitable book for your child, present it to your group. You will need to discuss:

   - **What** the book is. The style of book, for example, a picture/story book, or a novel.

+ **Why** you chose this book for your child. You could present a list of reasons to your group.
+ **How** you would encourage your child to use this book. (2.2a, b & c)

5 Discuss how you thought your child reacted when you read the book to them. Make positive or negative recommendations to your group.

6 After discussing your own findings, give the book to your group and discuss any alternative ways of using it. (2.3a, b, c, & d)

Children's Literature
Choosing & Using A Book
Level III

Learning Outcomes

3.2, 3.3, 3.4

Assessment Task

This task involves working with two or three other members of your group. You will all work together to find some books (2 or 3 books each) and present them to your group with your evaluation of their suitability.

Guidelines

1 Decide on who you will be working with in your team (2 or 3 people).

2 Decide on the age group or groups that you would like to find books for.

You will need to discuss how you will evaluate the books. Look back at your class notes and discuss this with your presenter. You may want to come up with a check list. (3.2b), (3.4a) Remember each team member needs to choose two to three books. The presentation to the rest of your group will discuss:

+ why you chose these specific books
+ who they would be most suitable for
+ how you would use these books with a child.

This information could be presented orally to your group as well as on a handout for other group members to keep. (3.3a & b)

3. Write down the tasks that need to be completed for your group to achieve this assessment task. (3.2c)
4. Assign tasks to each person and try to set dates for each task to be completed. (3.2a), (3.4b)
5. Each team member must participate in the presentation, so you need to consider how this will be most effectively done. (3.3c), (3.4c)
6. Show your books to your group and discuss your suggestions for use—try to anticipate possible questions that the group may have. Your team could list possible questions and answers. (3.3c & d)

Maths Skills
Everyday Maths and Solving Problems - Level II

Learning Outcomes

2.1, 2.5, 2.6.

Assessment Task

Your assessment task is to identify those areas of maths that you find difficult. You will also be able to show your group how a simple maths problem such as subtraction is solved in your child's classroom.

Guidelines

1. You are to keep a diary of all the daily activities that involve maths. The diary will be completed over seven days. You should show this to your presenter. (2.1a & b)
2. You may keep your records as follows. (You may need to discuss with your presenter the maths that is actually involved in some activities.) (2.1b & c)

DATE	ACTIVITY	MATHS INVOLVED
27/11	*Shopping for groceries*	*money; addition; subtraction; weight; volume*
	Planning a weekend away	*time; money; estimation*

3. With the assistance of your presenter come up with a list of all the maths you successfully do and the maths that you avoid or can not do. Some of the maths may involve the maths that you can't help your child with because you are unsure how it is taught. (2.1d, 2.5a)
4. You can now select one maths problem (such as division) that you will help your own child with. The aim is to find out, through your child's teacher, how this particular problem is taught so that you can then understand and help your child at home. (2.5a)
5. You may wish to discuss the strategies you use with your presenter and then think of questions for your child's teacher about how they teach this particular maths. (2.5a)
6. Arrange an interview time with your child's teacher and explain the purpose. (2.5a)
7. Discuss with the teacher (using lots of paper to write down the ideas) how the maths is taught in class. Remember to ask for examples and simple language explanations. (2.5c, 2.6a)
8. Practise this technique and report back to your group. You will discuss what the task is and how it is taught in the classroom. You may even discuss how you have used these ideas to help your own child—perhaps even report back on improvements. (2.6b, c & d)

Maths Skills
Everyday Maths and Solving Problems - Level III

Learning Outcomes

3.1, 3.5, 3.6.

Assessment Task

Your task is to understand the maths involved in everyday activities and how maths is taught in schools.

Guidelines

You will keep a diary recording your daily activities using maths. You will find out how a particular maths problem is solved in your child's class and present your findings to your group.

1 You will need to keep a diary for a week and write in it each day. Record the daily activities that you complete which involve any sort of maths. You may need help from the presenter to decide on the maths involved. (3.1b & c)

DATE	ACTIVITY	MATHS INVOLVED
27/11	*Driving kids to school*	*time; estimation; distance*
	Cooking a meal	*temperature; weight; time; estimation*

2 This information will form the basis of the remainder of the task. (3.1a) You can now (after collecting the information over seven days) list all the maths operations (addition, subtraction etc) you have used and any maths that you can not do, or avoid.

3 Now list maths problems that you would like to improve your skills in. Discuss your chart and list with your presenter. (3.1d) Some maths may be from your own child's work at school that you have been unable to help with.

4 Having identified some maths that you would like to improve on and know more about, talk to your presenter about possible ways of solving these problems. Also talk to your child's teacher about how a specific maths problem is taught in the classroom. (3.6a & b), (3.5a)

5 Write down how the maths problem is done, in your own way and how it is taught in your child's class. Discuss the differences with your presenter. (3.5a & b)

6 Try to practise in class using the same method as your child and discuss the outcomes with the presenter. You may even work on this with your child, if it is appropriate to do so. Again discuss this with you child's teacher and the presenter. (3.5c), (3.6c)

7 Explain to your group how you solve a particular maths problem showing:

- how you solved it previously and/or
- how it is taught by your child's teacher.

Discuss with your group, using the board or handouts etc, ways that you may now be able to help your own child. (3.5d & e), (3.6c & d)

Returning To Study
My Options - Level II

Learning Outcomes

2.1, 2.3, 2.6.

Assessment Task

Investigate further education options available to you. You will present your findings to your group.

Guidelines

1 You will decide on the area/field that you are interested in being involved in the future (eg business, welfare). You could work with your presenter to discuss options and/or use a TAFE institute courses and careers advisor. (2.1a & b), (2.6a)

2 Your next step is to collect information from a variety of sources (eg TAFE, Neighbourhood House etc) and start to record the options available. For example:

Title course/program: ....

Purpose of the course: ....

....

Where it is run: ....

When it is run: ....

Cost: ....

My thoughts: ....

....

....

(2.1a & c), (2.6b)

3. Use this information as a basis for your presentation. Keep brochures and pamphlets for others to see. (2.3a & b)
4. In the **My thoughts** section, you can jot down the pros and cons of this course.
5. You may wish to follow up any course that you are particularly interested in by discussing it further with the coordinator of the course. (2.1b & d), (2.6c)
6. For your presentation you may wish to put your chart up on a board or distribute it as a handout. You could also have a small display of brochures and handouts. (2.3c)
7. Allow your group to ask questions. You may try to think of questions they could come up with and note down your possible answers, so that you are prepared. (2.3d), (2.6d)

Returning To Study
My Options - Level III

Learning Outcomes

3.1, 3.3, 3.6.

Assessment Task

To discover the further education opportunities that are available to you. You will investigate the options (eg courses), that you may be interested in pursuing after the completion of this program.

Guidelines

1 You will investigate the courses or programs that you may in interested in going on with in the future. You could find this information through a number of sources, such as TAFE, community providers, Neighbourhood House etc. (3.1a & b), (3.6a)

2 Once you have collected some information you may select those that you think you would like to know more about. If you are still undecided, then perhaps you could discuss this with your presenter. The presenter may even refer you to a courses and careers advisor. (3.6b & c)

3 Keep a record of the options available. For example:

Title course/program: ....

Purpose of the course: ....
....

Where it is run: ....

When it is run: ....

Cost: ....

My thoughts: ....
....

(3.1c)

4. Use this information to help you decide on a course that could suit you. You need to assess your needs and write your thoughts about why something is or isn't acceptable to you. (3.1d)
5. When you have clarified your ideas, use this information to present to your group. You could use the chart as a plan for your presentation. You may also bring in brochures, booklets etc for other group members to see. (3.3a & b)
6. The aim of the presentation is to inform your group of the options you have investigated and the pros and cons of each. You can also hopefully present your final decision about which course or program you are most likely to undertake. (3.3c)
7. You may want to open up discussion after your presentation and try to answer any questions. You may need to clarify your presentation or follow up questions from the audience by doing further research. (3.3d), (3.6d)

Record Keeping

Record Of Attendance

Record Of Assessment

	Level II			Level III		

Introduction

You should commence the program with an introduction session.

Topic Aims

At the end of this introduction the participant should:

- understand the aims of this program
- understand how they will benefit from this program
- have an understanding of the CGEA
- have an understanding of the GCO
- know about assessment
- know what resources they will need
- know the topics to be covered.

What Are The Aims Of This Program?

The aim of this program is to enable parents and carers to help children with school. This program aims to:

- give parents and carers the confidence to help children with their school work
- provide practical advice relating to a child's reading, writing and maths skills
- provide participants with skills in basic literacy and numeracy
- encourage participants to return to study and build on their existing skills
- provide participants with an opportunity to earn a qualification.

Who Will Benefit From This Program?

This program will benefit parents and child carers who:

- want to help their children with their primary school education
- need confidence and skills to assist their children with school work
- are interested in returning to study.

The General Curriculum Options (GCO) Of The Certificates In General Education For Adults (CGEA)

This program not only provides hands on knowledge and skills for participants it also allows the start a qualification. This program has been written to the curriculum for the General Curriculum Options of the Certificates in General Education for Adults.

Certificate In General Education For Adults

Briefly explain to the participants about the CGEA:

- its aims
- the levels
- its recognition within the educational and training system.

The General Curriculum Options

Briefly explain to the participants about the GCO:

- how it fits within the CGEA
- how it uses Mayer Competencies.

Assessment

Briefly explain to the participants that for them to achieve the GCO credit and recognition, they need to undertake some assessment tasks. Assessment and participation in the GCO is voluntary.

The assessment tasks are integrated in the program. The participants will probably want to look at an assessment task.

Encouraging Your Child

Topic Overview

This topic covers the importance of being positive. It looks at the effects of a parent demonstrating a positive attitude towards learning, schooling and the individual child. It concentrates on the benefits of praise.

The group will observe their own use of praise. From this observation they can decide whether they need to adapt their methods of encouraging their children. They will discover if they are praising their children often enough.

Topic Aims

At the end of this topic the participant should:

+ be aware of the attitude they model to their children
+ focus on their methods of, and reasons for, praising their children
+ be aware of the importance of praise and the need for creating a positive environment.

Resources

The participant will need:

+ a pen
+ their Workbook.

Group Discussion

This helps break the ice and allows the group to learn a little about each other's children.

Lead the group in discussion.

Tell us about the children you care for.

Promote discussion on:

+ child's age
+ child's physical appearance
+ child's personality
+ if more than one child, differences in personalities
+ how child is coping at school
+ how child mixes with other children.

Enjoying Children

Children of all ages are lots of fun. They enjoy their parent's attention, whether it be in the form of reading a story together, singing a song or simply playing a game. Organising a household and the routines involved with raising a growing family can unfortunately rob parents of quality time they'd like to spend with their kids. Sometimes it's hard but all parents need to set aside time to enjoy their kids.

We should be proud of our children and realise just how lucky we are to have them in our lives. All of us think this but how often do we tell them? A few words of praise works wonders on anyone's self-esteem.

Encouraging Your Children

Parents must encourage their children to be positive. They need to lead by example.

Being Positive

Positive feelings are contagious. Comments like "Good luck in the game today, you should do well" are more likely to encourage a child than something like "If you're like me you'll be hopeless and never win a game".

Group Discussion

Lead the group in discussion.

How can you project a positive image?

Praising Children

Praising is a simple form of **positive** behaviour that encourages children to feel good about themselves. Parents should praise effort as well as achievement.

Encouraging comments like "Gosh! You've done a great job" or "Your room is very tidy and I didn't even have to ask!" make children feel fantastic and take no effort at all to give. Displaying a child's work on a wall at home is also a form of praise. This shows the child their efforts are valued.

It's easy for a parent to always be **negative**—"Don't do that, don't touch that", etc. Parents who constantly nag and criticise their children make them feel inadequate and worthless. These feelings often continue into their adult life.

Praising needs to be genuine, relevant and given regularly. A child will see through a parent who suddenly gives praise which is not genuine.

Group Discussion

Lead the group in discussion.

What is the importance of praise and positive parenting?

Activity

In the Workbook a **Praise** sheet is provided on page 9. Ask the participants to rip it out and put it up somewhere in their home. The sheet needs to be placed in a prominent position. On the fridge door is a good place. Ask them to record every praising statement made to their children for one week and then bring the sheet along to the next class.

Give some examples of how to record the events.

+ Action: picked up all their toys and put them in the toy box
  Words of praise: "Thank you Lily, you've been a good girl and I didn't even have to ask!"
+ Action: offered to help you set the table for dinner
  Words of praise: "Yes! Thank you, that would be terrific."

In the next class discuss the types of praise given and for what reasons. Compare their responses with other members of the group. Talk about:

+ how they felt giving the praise
+ how the child responded.

* * *

Promoting A Happy, Loving Environment

A happy, loving environment is necessary when building positive self-esteem. Parents should show their children they love them. Show them, don't just tell them. Often children need more than words. A gentle smile, a touch or the tone of voice can also communicate love, not forgetting lots of hugs and kisses.

Group Discussion

Brainstorm and record ideas on the board.

If you walked into a home, what evidence would tell you that a loving environment is present?

Promoting A Learning Environment

Parents should be conscious of the learning environment they wish to promote in their home. Children need a designated place to work. This space should belong to them and preferably be permanent. The correct sized table and chair is vital. Children should have access to writing tools, paper, scissors, a bookshelf to house their favourite books, a dictionary, an atlas, calculator and so on.

The learning environment does not only refer to the physical surroundings. The parent's **attitude** towards learning and school are also very important. Children will respond to their parent's feelings towards learning. If parents talk about education in a negative way the child will begin to adopt similar negativity.

Reading and writing are important skills for children to master. It's the parent's role to provide every opportunity for their child to master literacy and numeracy skills and be successful at school and beyond. Working with and helping children at home helps the child to develop skills and to build confidence. Parents can help their children to understand that learning is exciting, fun and rewarding.

Group Discussion

Lead the group in discussion.

Ask the group to think about the learning environment in their home. Try to get some participants to share a description of their learning environment.

Discuss ways of improving the learning environment in the home. Suggest ways to make the area more learner friendly and inviting. For example improvements involving expense include lighting. Inexpensive improvements could include using posters and recycling, cleaning and covering tins with contact to store pencils and scissors.

Group Discussion

Lead the group in discussion. Make sure the participants surrender only the amount of detail they feel comfortable with.

- Do you have any non-positive feelings about schooling or particular subjects?
- How can these be overcome?
- What effects can positive and negative attitudes have on children?

Understanding Your School

Topic Overview

This topic looks at the various groups and activities that exist in a school. The roles and importance of these are considered.

Participants may discover areas they are interested in and wish to become involved.

Topic Aims

At the end of this topic the participant should be able to:

- become involved with their school
- make contact with the teacher and the school.

Preparation

The participant will need:

- a pen
- their Workbook.

The School

Some parents struggle with the idea of handing over the responsibility of teaching their child to a total stranger. For the first time in their child's life they are no longer the major adult influence. Parents shouldn't look upon this in a negative way. Instead they should see the teacher as a partner in a new and exciting phase of their child's life.

To help overcome any negative or oppressive feeling parents might experience, they should try to become involved with the school in as many ways as they can. Parents shouldn't just see their role as one who helps with fund raising or the canteen.

Schools today are aware that parents are a valuable resource in education. Parents may need to learn to see themselves as a equal partner with the teachers in educating their children. The contributions they can offer to their child's education shouldn't be undervalued.

The Teacher

Contact time spent with the teacher should be a positive experience. Teaching is a very involved profession. A teacher often wears many hats—social worker, psychologist, friend, parent and counsellor.

Teaching is a very busy job. If a parent wants to speak to a teacher, the teacher's work commitments should be considered. For instance, just before school is a busy time with teachers often involved in preparations. If a parent needs to talk to a teacher they could try and catch them after school or make an appointment.

Group Discussion

Lead the group in discussion.

- What parent groups and committees exist at your school? What do these do?
- How do you go about joining one?
- How else can parents become involved at your school?

Assessment Task

The participants should be directed to their assessment task. The presenter should read through the assessment task and explain exactly what is required.

For those parents not attempting this course as part of GCO the level II assessment task should still be completed as part of working through this topic.

Children's Literature

Topic Overview

This topic encourages parents to actively share books with their children. This topic provides parents with practical suggestions on how to choose books and how to read them with their children.

You should display a positive and enthusiastic attitude to literature. If you display a genuine love of books you can transfer this to the participants who in turn can transfer this to their children.

Topic Aims

At the end of this topic the participant should be able to:

- choose literature suitable for their child
- be aware of popular titles and authors
- have confidence in sharing books with their children.

Resources

The participant will need:

- a pen
- their Workbook
- some good examples of children's literature.

Benefits Of Books

Fortunately today we have access to a fantastic range of children's literature. The type of literature available varies from picture books to interesting short novels specifically designed for reluctant readers. Illustrators and authors work together to produce wonderful books that will impress adults and children alike.

Parents should make sure that their children have access to attractive and interesting books and provide them with a suitable environment in which to read them.

It's never too early for a parent to start introducing their child to books. From the moment a baby is born, the learning process begins. In the first few years of life a child's capacity to learn is at its greatest. During these formative years the use of books can play a significant role in furthering a child's development—physically, mentally and emotionally.

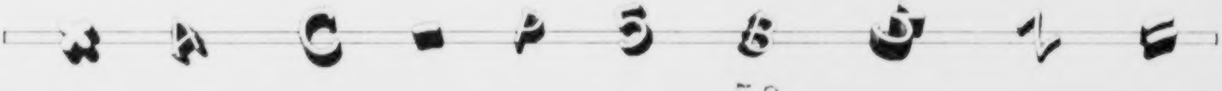
Group Discussion

Brainstorm and record ideas on the board.

How can books benefit children?

Some of the answers you would be looking for include:

- Provide the child with varied language experience. For example, the rich language sounds from a nursery rhyme like 'Splish splash splosh' provide children with pleasure.
- Expand the child's view of the world. Children who have never seen the ocean can imagine all the adventures that can be had at the beach.
- Provide an intimate, shared experience between child and parent. Both child and parent will hopefully have warm memories of such special times shared.
- Provide pleasure and enjoyment for the child reading the book.
- Help introduce children to the written language.
- Help children understand all the conventions associated with reading, like reading from left to right.



Borrowing Books

If parents are unfamiliar with the latest titles and popular authors they should take some time to look through the children's section at their local library or simply browse through the titles at a good bookshop. They'll need to allow plenty of time because they'll like what they find.

It is wise for parents to make good use of their local library. Nearly all are free to join and they are generous with the amount of books which can be borrowed and the length of time.which they can be borrowed for. Parents may take their children with them and make an activity of it. If parents make themselves familiar with the library's facilities they will be able to take full advantage of them. For example, some libraries have activities and story reading sessions. This is a great activity for both parents and children to be involved in. Children will enjoy the process of selecting books, going to the desk and so on.

A few words of advice to the child on caring for the books and the fact that they are to be returned may be necessary at the start.

Buying Books

Parents shouldn't feel pressured into purchasing books for their children. Leave that to the rich uncles or aunties. Books however, make fantastic birthday and Christmas presents.

Activity

Bring along a couple of good examples of children's literature. Try to bring along a real mixture. Try to bring along one or two which have an award from the Children's Book Council of Australia. Show the participants the award logo on the front cover of awarded books. This may help some parents to identify and select good books.

Explain ways for the parent to introduce a new book to their children. Refer the students to **Introducing A New Book** on page 17 of their Workbook. Work through this using a book to highlight each point (actually demonstrate with a book in your hand). Make sure you point out that they don't work through the whole sheet each time they introduce a new book. They only select a few points that are relevant each time.

For the next session ask each participant to bring along a book from home (or the library). They are to share this book with the group and talk about why they like it and why their children like it. Make sure everyone gets plenty of time to look through the books.

Any titles that are thought to be worthwhile could be added to their **Good Book List** on page 19 of their Workbook.

Author	Title	Recommended Age Group	Comment
Mem Fox	*Possum magic*	*Open or 3 yrs & up*	*Australian theme*
Libby Hawthorn	*The tram to Bondi Beach*	*Middle primary*	*Grandparents feature, talking about the past*
Janet & Allan Ahlberg	*Jeremiah in the dark woods*	*Upper primary*	*Fast moving & funny*

▭ ▭ ▭ ▭ ▭

Picking A Topic

Good children's literature can serve many purposes, not just simply to provide a pleasurable experience.

Today you can obtain books that send clear messages on real life issues. This is done in a subtle way with genuine sensitivity. Topics vary from the birth of a new baby, death of a pet, loss of a family member, sexual abuse and so on. The topics are varied to suit life itself.

What Can Parents Do To Help?

The early years of a child's development are very important. Books play an important role in the developmental phase. What can parents do to help encourage their child to read?

+ Be a role model. If children see the parent reading, they will imitate.
+ Have a set, regular reading time for parent and child. Show the child that reading is a vital skill. Demonstrate that reading can be fun.

- Read a variety of books. Picture books, nursery rhymes, information books, songs, alphabet books, riddles, number books, mysteries, poems, etc.
- Visit the library regularly and make the visit an activity the parent and child can share together.
- Give books as presents.
- The parent should involve the child with the books as they are read:
  - pointing out special pictures
  - saying rhyming words out loud
  - predicting what word comes next in a rhyme.
- Ask questions.

Assessment Task

The participants should be directed to their assessment task. The presenter should read through the assessment task and explain exactly what is required.

For those parents not attempting this course as part of GCO, the Level II assessment task should still be completed as part of working through this topic.

Reading

Topic Overview

Being able to read is a vital skill. Not only do we need to learn to read to effectively participate in our busy world, but reading is also an extremely pleasurable way to spend time.

Learning to read is not easy. It is an active process and to master it takes practice. Parents can assist their children in many ways. This topic looks at basic reading methods that are taught in schools. It also provides numerous practical suggestions for helping children at home.

Topic Aims

At the end of this topic the participant should be able to:

+ identify signs of reading readiness
+ understand the link between learning to speak and learning to read
+ know some prereading activities
+ be familiar with the three ways children learn to read in the classroom
+ know about Reading Recovery
+ know how to listen to their child read
+ know how to use questions when reading with their child
+ apply some suggestions at home
+ understand the importance of sight words.

Resources

The participant will need:

+ a pen
+ their Workbook.

Learning Before School

By the time a child arrives at school they already have approximately five years of learning. In this time they have had time to explore their environment and have began to work out exactly how their world functions. What they have learnt in this time makes up their knowledge.

Children draw on knowledge in order to help them tackle a new learning situation. Their knowledge helps in the reading process too. We all know that learning a new task is easier if we already have a basic idea or some understanding of the area before we start. Therefore, the more varied and interesting experiences provided for a child will directly help them with their learning.

What Is Reading?

During their preschool years most children learn to master the spoken language. By the time they start school they are able to speak lots of words. This oral language development is very important and relates directly to reading. Reading is understanding the written form of language.

Children learn to speak mainly just by being continually surrounded by the spoken word in their daily lives. Parents provide a variety of examples via modelling. In turn parents expect their child to speak by either volunteering a word or responding to questions. Children build on their language skills by experimentation and practice.

Reading is very similar. Children love to explore and pretend to read. Again parents model reading behaviour—their children see them reading newspapers, books, letters, recipes and instruction booklets. Our world is full of print. A child's natural curiosity will guide them towards the desire to experiment with reading the printed word. They will see words in shopping trips, advertising materials, children's games, puzzles and books.

Through this constant exposure and demonstration, children will make the connection that print is concerned with messages. Some preschool children recognise some words, brand names or companies such as 'McDonalds'. Some preschool children may be able to write their own name and recognise other people's names.

Reading Readiness

Every child is expected to learn to read. How long this process actually takes varies from child to child. Parents can look for signs that will tell if their child wants to begin to learn to read.

Signs Of Reading Readiness

Not all of the reading readiness signs will apply to each child. The following list is a guide only. A child is usually ready to read when they:

- take an interest in books
- ask for stories to be read to them
- listen attentively when being read a story
- choose the book to be read
- refer to stories they've heard in other discussion
- spend time by themselves looking through books or pretending to read
- ask for an explanation of parts of a story, words or pictures.

Some Prereading Suggestions

Ways to encourage young children to become interested in books are covered in the topic **Children's Literature**.

(Review suggestions on how a parent can encourage their child to read. Write these on the board.)

- Always model good reading habits.
- Surround your children with print:
  - books, puzzles, alphabet friezes
  - toys with letters and words on them
  - posters on the wall.
- Read to your child regularly.
- Involve your child with the book as you read to them.
- Read a variety of books. Picture books, nursery rhymes, information, songs, alphabet, riddles, number books, mysteries, poems, etc.

The Importance Of Storytime

The importance of reading to children can not be overstated. Storytime provides parents and children with a time to explore books in a happy and secure environment. Sharing books provides a time when both parent and child can read and talk their way through a book. Storytime promotes the bonding process between parent and child.

Group Discussion

Lead the group in discussion.

What are some of the positives of storytime for children?

Some of the answers you would be looking for include:

- Children learn that reading is an enjoyable, interesting and rewarding activity.
- Helps develop knowledge about the real world as well as the imaginative world.
- Strengthens their own language knowledge.
- Teaches them how to handle a book. (Hold it the right way up, read from left page before right, move left to right across the page, read from the top to the bottom.)
- They learn that print is the source of the message.

Off To School

Once a child starts school, it's vitally important that a parent continues teaching and encouraging their child to read. Home and school learning should complement each other.

Children are involved in reading activities throughout much of their school day. Almost every subject involves the skill of reading.

Reading programs vary from teacher to teacher and school to school. Variety is the key. Teachers try to teach a variety of methods, therefore adapting to the different learning needs of the children in their classroom.

There are two main reading program methods:

- whole language learning
- phonic language learning.

Ideally, a successful reading program would involve components of both methods. More information regarding whole language learning and phonic language learning can be found under the topic **Spelling**.

If parents have any queries regarding specific teaching practices, or if they want to know more, they should make an appointment with the teacher. The teacher will usually be only too happy to have a chat and answer any questions.

Reading In The Classroom

Basically three types of reading take place in a classroom:

- reading to children
- reading with children
- reading by children.

Reading To Children

Children of all ages love being read to. It is a very enjoyable experience. Being read to helps to build a child's knowledge. It also has the added value of helping language development. Children hear how the story is supposed to sound. They begin to develop a feel for the story.

Reading With Children

Reading with children is an important part of a reading program. This involves **shared reading** sessions. Poetry, nursery rhymes, songs and riddles lend themselves to this activity. The teacher normally starts the session and the class join in at the appropriate time or when they feel comfortable. It's also an enjoyable, fun activity.

Reading By Children

As children gain confidence in themselves they begin to read on an individual basis more and more. Suitable books appropriate to their reading level and experiences should be made available.

Teachers provide a variety of experiences to encourage children to read. School excursions and special events provide great opportunities to promote discussion, reading and writing. A child's own writing makes excellent reading material. Children should be encouraged to write about their own experiences. Children can then read the material that they and other students have written. Topics that children are familiar with are much easier to read and understand than something totally foreign.

Reading In The Home

The three types of reading which take place in the classroom can also take place in the child's home.

Reading To Children

Storytime is not just for little children. Big kids love storytime too. Storytime not only provides a learning experience for children, it is also an activity which is relaxing, comforting and promotes the parent/child bond.

Group Discussion

Lead the group in discussion.

- Who has regular storytime at home?
- When are regular storytime sessions held?
- What good books have you read to your children lately?

Group Discussion

Lead the group in discussion

- What are some ideas for parents who want to get regular storytime going at home?
- What are some tips that could make storytime successful?

Reading With Children

Shared reading sessions at home can be an enjoyable experience which also enhance the parent/child bonding process.

Group Discussion

Lead the group in discussion.

- What are some ideas for parents for shared reading sessions at home?
- What are some books that might be suitable for shared reading?

Reading By Children

Here are some practical suggestions for how a parent can help their child by listening to their reading.

- Always make the experience pleasant and happy for the child.
- Try not to **tell** the child anything—try to **help** them work it out. Although an explanation of the characters, unusual situations or difficult names may be necessary.
- If a child stumbles or falls silent—pause, don't jump in. Give them a chance to work it out.

- If the child still doesn't respond, ask them if they can sound it out, or maybe leave that word out and read on. Maybe the illustration will help the child when they come across this word later.
- A **new** word can be written on a flash card and referred to on a regular basis until the child can readily identify it in isolation.
- Give encouragement for **all** attempts. (Reading has developmental stages.)
- Questioning, especially open ended questions, can be used for many purposes.

Using Questions

The use of questions can tell the parent if their child is reading for meaning and actually comprehending the desired message.

Some sample questions a parent might like to use are:

- Does the way you read that make sense? (meaning)
- Has that ever happened to you? (meaning)
- How do you think the farmer felt? (meaning)
- What do you think they should do? (meaning/think/search)
- Did that sound right to you? (phonic/word attack)
- You said...does that sound right? (phonic)
- Point to a letter...you said...is that the right sound? (phonic)
- Do you know any other words that look like that? (word attack)
- Point to a full stop...what should you do here? (punctuation awareness).

More Suggestions For Parents To Do At Home

Reading Environment

- Parents should take time to talk about books they read with their children. This helps generate ideas, opinions, questions.
- Browse in bookshops together.
- Encourage children to buy their own books with pocket money.
- Ask a child to read the grocery list when shopping. This helps build a child's vocabulary.

- Parents can let their child see them reading (newspaper etc). This shows children that parents value the skill of reading.
- Parents can try to provide children with a growing collection of books. Make sure books are matched with a child's interests and skill level.
- Visit a library regularly.
- Parents can write easy to read notes and leave them around for their child to find. This makes a good game.

Reading Aloud

- Parents can try to set aside a short period each day for reading to their children. They should make sure it's a quiet time. Just before going to bed is quiet in most homes.
- Let the child choose a book for the parent to read to them.
- Parents should sit close to their child so they can see the words and pictures.
- Parents should allow time for looking at the pictures.
- Parents should answer any questions the child asks relating to the story.

Basic Word List

Refer to Workbook

Refer the participants to the **Basic Word List** on page 27 of their Workbook. Explain that these words make up a great percentage of our everyday vocabulary. Children are taught these words in the very early years. New and more difficult words are taught as they progress. They are called 'sight' words because a child should be able to recognise and read them automatically—that is, on sight. A teacher can advise parents on the words their child is currently learning.

A parent can help develop a child's sight vocabulary at home in much the same way as they do at school. Here are some suggestions:

(Write them on the board).

- Let the child see the word written by a parent.
- Let the child hear the word spoken—repeat it several times.
- Write the word down in large print and let the child trace over the letters.
- Write sight words on flash cards—play games with the cards, label things around the home.

- Encourage the child to sound out the letters.
- Ask the child to put the word in a sentence.
- Try to identify and recognise the words outside the home—shopping trips, in books, road signs etc.

* * *

Reading Recovery

For some children, a more intense, one to one tuition is required. Victorian primary schools offer a program called Reading Recovery. This provides children with a second chance. It's for children who, after their first year, were not able to establish effective reading and writing processes.

This early intervention individualised program is conducted by specially trained tutors. The class teacher and the Reading Recovery tutor work in conjunction to take a child from being an ineffective reader to an active reader.

Parents who would like to know more about Reading Recovery should talk to their child's class teacher.

Summary

By now the participants should be beginning to realise that learning to read and encouraging children to become life long readers is an enormous task. Remind them that reading is not an isolated skill that stands alone. It is an active process that involves physical, social, environmental, motivational and perceptual aspects.

The role of a motivated parent is to be positive, alert to their child's needs, interested, persistent and always encouraging.

Refer To Workbook

To finish off this topic you should refer the participants to the **If You Want To Learn More** section on page 24 of their Workbook. This lists the following books which provide advise on the selection of children's books. They can be found in most libraries.

- *Honey for a child's heart*, written by Gladys Hunt.
- *The PETA guide to children's literature*, written by Walter McVitty.
- *What should my child read?* written by Susan Moore.

* * *

Writing

Topic Overview

This topic looks at language learning. It also looks at the major influences a writer should consider before putting pen to paper or fingers to keyboard. This topic aims to give parents a greater understanding of the skills involved in writing. It includes practical suggestions for helping children at home.

Topic Aims

At the end of this topic the participant should:

- understand the learning theory behind language development
- be aware of the steps involved in process writing
- understand what influences a writer
- be aware of the various types of writing
- be aware of the importance placed on prewriting skills
- be aware of the basics of good handwriting skills
- offer suggestions to make the writing task more interesting and challenging for their child.

Resources

The participant will need:

- a pen
- their Workbook.

How Do We Learn Language Skills?

Language is divided into four components:

- listening
- speaking
- reading
- writing.

These four components are all learnt in much the same way.

It has been suggested by Brian Cambourne (University of Woolongong) that seven conditions apply to language literacy. They are:

- immersion
- demonstration
- expectation
- responsibility
- approximation
- use
- feedback.

These conditions can be directly linked to speaking, listening, reading and writing as well as other language learning including spelling, grammar and even learning a second language.

Immersion

From the moment most babies are born they are tenderly and softly spoken to by their parents. For every waking moment they are surrounded by the spoken word. These words are spoken to them directly or they hear conversations taking place around them. Language is continually flowing around them. This immersion is not limited to the spoken word—it also relates to the printed word. A child experiences first hand how language is used in the real world and more specifically their world.

Group Discussion

Lead the group in discussion.

Ask the participants to think about their child's world. How are they immersed in language at home?

Demonstration

Demonstration refers to language used or modelled by adults, including parents or teachers. Children are exposed to meaningful demonstrations all the time. Think of a typical morning in a family home. There is conversation at breakfast time, a parent reading the newspaper, an older brother or sister listening to instructions and maybe a parent writing a note to the teacher. These are all meaningful, real life demonstrations.

Expectation

Expectations are what parents have when their child is exposed to something new, something the child is required to master. For example a parent expecting their child to learn to walk and talk. Parents give off cues that encourage their child to master this skill. These cues should be positive and encouraging in order for the child to want to continue and be successful.

Responsibility

Responsibility is placed on the learner. Rather than lay down a set of standards that have to be reached at a certain age, most children under the age of five are allowed the freedom to master different language structures at different levels. Most children arrive at the same destination by the time they arrive at school. This is called natural learning.

Group Discussion

Lead the group in discussion.

Ask the participants to think about their child(ren). At what age did they reach different developmental stages. Walking at…? Crawling at…? First words at…?

Approximation

Approximation refers to the child having a go. Parents and teachers should reward and praise the child for all their attempts, whether they be right or just close. This recognition will encourage the child and they will not feel intimidated about having another go.

Use

Use refers to opportunity. Children should be given plenty of time to practise their language skills whether it be speaking, listening, reading or writing. They should also be given the opportunity to use these skills in a variety of situations.

Feedback

Positive feedback encourages the learner to repeat the task and attempt a similar one. Feedback needs to be constructive and clear.

Group Discussion

Lead the group in discussion.

- How do the participants encourage or praise their child.
- What sort of feedback do the participants' children respond to?

What Influences A Writer?

Once the idea to write has been decided, a writer, no matter what their age, is influenced by the purpose, audience and form.

All writing should have a real **purpose**. Child writers are no exception. Children dislike writing and struggle to get started if they have no real reason to do so. Teachers spend a great deal of time preparing children to write. Children may respond to a story they've had read to them in class, a project they are researching or a letter they've received. With a purpose to write the task can then be accomplished.

Who will read the piece of writing also influences the writer. With the knowledge of the **audience,** the writer must consider the appropriate language to be used. They have to decide whether the reader will understand it—"Will what I say and the way I say it have the desired effect on my reader?"

The **form** the writer uses is the final influence. For example, forms can be cards, invitations, letters, etc. How they express their ideas on the chosen form also relies on purpose and audience.

Group Activity

Suggest some responses to the three major writing influences. This can be done in small groups and each group's responses shared on the board.

WHAT COULD BE YOUR PURPOSE?	**WHO COULD BE YOUR AUDIENCE?**	**WHAT COULD BE YOUR FORM?**
invite	formal	letter
complain	informal	invitation
advise		newspaper article

* * *

Types Of Writing

The ways to write vary as much as the reasons to put pen to paper. The following table lists the types of written expression a writer can use.

TYPE OF WRITING	EXAMPLES
CREATIVE	poetry, storywriting, jokes, riddles, songs, comic strips, alphabet stories
FORMAL	letter writing, filling in forms, interviews, messages
RECORDING/REPORTING	diaries, note taking, reviews (book or film), scientific recording
DESCRIPTIVE	narrative and descriptions
COOPERATIVE	oral writing (writing from discussions), brainstorming, scripts/plays, wall stories

Children need the opportunity to attempt all types of writing. Each type requires different knowledge and different skills.

Group Discussion

Lead the group in discussion.

What are some ideas for the types of writing their children could do at home?

The Writing Process

In the past the finished product was considered to be the most important aspect of writing. Today the importance has shifted to the process. Attention is given to written expression (conveying the desired message) and the steps involved in producing the final piece.

The following table explains the steps involved in process writing.

TYPE OF WRITING	DESCRIPTION
BEGINNING	This is the motivational stage, the reason to write. It involves talking, brainstorming, gathering and collecting ideas. Children cannot be expected to write unless they have had time to talk and think about the topic.
ROUGH DRAFTS	This involves getting the ideas out of your head and down on to paper. This stage is quick and not a lot of attention is given to spelling or sentence structure.
REREADING FOR SENSE	The writer skim reads the piece to check whether it makes sense and has meaning.
SHARING	Children exchange their writing with one another, parents or teachers. This sharing is done to receive feedback. Feedback is to be given in the form of positive, constructive criticism.
EDITING	This is the changing stage. It involves correcting and rearranging words, sentences and layout.
PROOFREADING	This is the stage to check for spelling or grammatical errors.
PRESENTING	The sharing or viewing of the final copy.

These steps do away with the need to write every word correctly the first time. Process writing allows the writer to say what they want and then go back and fix it up later before anyone reads it. The importance is placed on the meaning and the desired message or purpose. Once this has been captured the writer can then go about fine tuning the piece until the finished product is perfect.

Reluctant Writers

Reluctant writers are usually reluctant readers. The reasons for their lack of interest are the same. The child will probably say the task is 'boring'. To fix this problem the boredom needs to be removed and the task made interesting and challenging. This is done by creating a writing task that requires the writer to draw on direct or indirect experiences as well as encouraging imaginative responses. The writing task also needs to target the writer's level of ability. Setting goals and standards that are too high and unachievable deflate enthusiasm.

Group Activity

Authors like Paul Jennings and RL Stine target their books at young reluctant readers. They are successful writers. Why do their books have appeal? Try to relate these ideas to writing tasks or ideas.

* * *

Writer's Block

All writers, no matter their age, experience writer's block at one time or another. That is, they sit and face an empty page or screen unable to put their thoughts into words. Reasons for the blockage can relate to a lack of knowledge or collected information or a lack of confidence in the topic. The main reason could also be as simple as being easily distracted and therefore procrastinating.

Here are some suggestions to overcome writer's block which the participants may like to record in their workbooks:

- Talk it over with someone.
- Reread successful attempts at writing to reassure yourself.
- Write the end first. Start anywhere but the beginning.
- Do some free association writing to get you started.
- Do a drawing, diagram, flowchart or mind map.
- Change some part of your normal writing routine.
- Change the place, time or method of writing. Move outdoors if the weather is good. Sit under your favourite tree!
- Change the tools you use. Try writing on a computer.

Group Discussion

Brainstorm and record suggestions on the board.

What do you do to overcome writer's block?

How Can Parents Help Their Children with Writing?

Parents can help prepare their children to write. By receiving lots of practice in a positive environment a child's confidence grows. Confidence building activities will stimulate the child into wanting to write. Prewriting skills can be as simple as joining the dots or looking for or copying patterns. These activities require coordination, control and fine motor skills.

Some suggestions for parents to follow include:

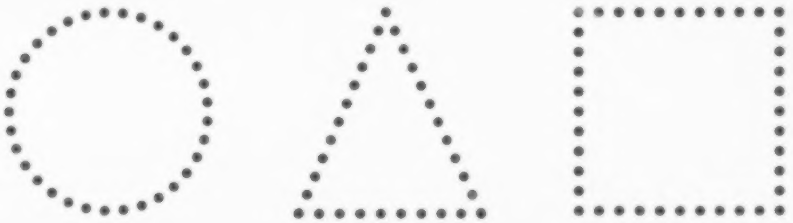
- Suggest topics for their child to write about.
- Help their child to find information about a topic.
- Read with interest what their child has written.
- Comment positively on their child's writing.
- Be tactful when suggesting improvements.
- Be encouraging and positive.
- If a family has access to a computer, parents can encourage their child to write using the computer.

Writing Activities Parents Can Do At Home

- Write to friends, family or pen pals.
- Enter competitions in the local newspaper (jokes, poems or short stories).
- Keep a diary.
- Create a holiday book (write captions under family holiday snaps).
- Write the shopping list, short notes and reminders.
- Make signs (Lily's bedroom. Keep out!).

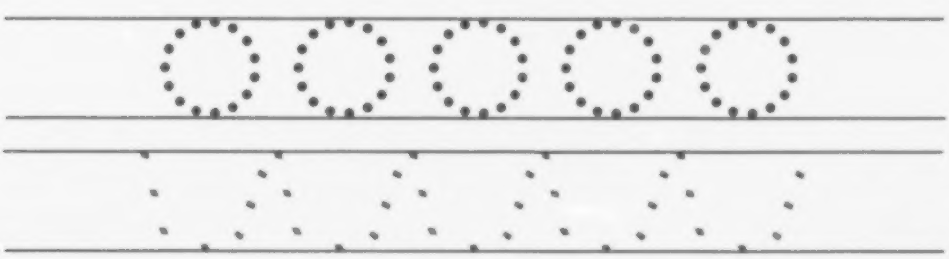
Handwriting Skills

Handwriting is a physical skill that requires competency in motor skills and coordination. Writing requires control of the small muscles of the hand (fine motor skill development). By helping the child's fine motor skills a parent is helping the child make the precise movements needed for writing letters. Joining the dots and tracing are good for developing fine motor skills.



Writing from left to right requires eye/hand coordination. Tracing and forming lines helps to practise eye/hand coordination. Tracing vertical lines, diagonal lines, closed curves and open curves helps practise the forms needed for writing letters.

Motor skills and coordination can be developed and enhanced by performing tasks that strengthen the upper body. Activities such as climbing, swinging, monkey bars and ball handling all support motor development. Games and activities that concentrate on fine motor skills and visual discrimination are also extremely important. These include many art and craft activities such as threading, weaving, pattern making and cutting and pasting.



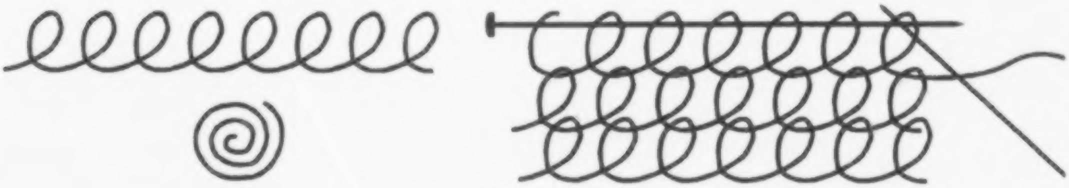
Other prewriting activities could involve drawing a picture—an adult can then write a sentence about the picture on the page for them, or they can trace over the letters. Prewriting activities should be fun, therefore encouraging and inspiring a child to write.

Patterning

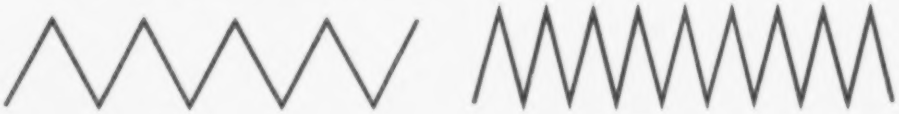
Handwriting activities for a child should be appropriate to the age of the child. In the classroom patterning is used to develop fluency.

Pattern samples that relate to letter formation may include:

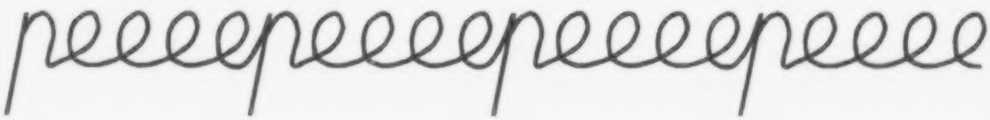
Practising the letter 'e'



Practising the letters 'm' or 'w'



Practising the letter 'p'



The Basics

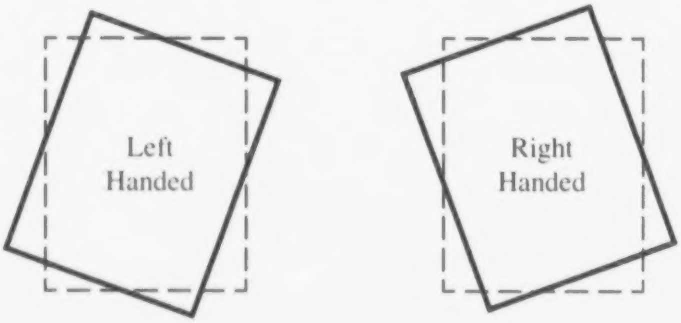
To successfully attempt handwriting and develop good habits the following four points should be considered:

- posture
- furniture
- paper position
- grip.

Good **posture** during writing means that a child should be upright and relaxed. A child should be encouraged to maintain good posture habits and not be allowed to sit for too long. They need to be encouraged to rest or stretch every 20 minutes. Of course, younger children would not be expected to work on one activity for more than a few minutes at a time.

It is important to provide an appropriate sized **desk and chair**. This way the child's arm and shoulders are relaxed when writing. The correct table height can be measured at elbow level. Have the child sit on their chair and bend their elbow 90^0. The top of the table should be level with the elbow.

Maintaining correct **paper position** is important. By keeping the paper on a natural slope a child will be able to angle their writing the same way modern cursive handwriting slopes. For right handed children the top of the page should angle left. The opposite applies for left handed children.



A good handwriting tool should be easy to hold (three finger points of grip), be a good length and not too thick. Mechanical pencils (like Pacers) are recommended. They are always sharp, don't reduce in length from over sharpening, don't break if too much pressure is applied and provide a good **grip**.

Remember

+ FINGERS UP — Try to hold the pen or pencil at least 2–3 cm above the tip.
+ WRIST DOWN — Try to keep your wrist below the line you're writing on.
+ ELBOWS IN — This discourages you from hooking your hand up over your writing.

How Can Parents Help Their Children's Handwriting?

+ Always model and demonstrate good posture, paper position and grip.
+ Model a positive attitude by showing children that the parent considers handwriting to be an important skill.
+ Provide children with plenty of opportunity to practise (remembering the need to rest).
+ Enhance children's writing skills by further developing their fine motor and coordination skills.
+ Provide children with a variety of activities that draw on handwriting skills.

Group Discussion

Brainstorm and record ideas on the board.

Activities that could improve a child's fine and gross motor skills. For example:

+ join the dots
+ mazes
+ cutting and pasting
+ bouncing a basketball
+ climbing trees
+ skipping.

Spelling

Topic Overview

This topic aims to help the participants improve their spelling skills. It will look at specific spelling methods.

To be able to attempt the spelling of an unknown word an understanding of various spelling methods is useful. If one method is not helpful, one of the others may be. This is especially so in the instance of trying to sound out a letter sound or letter blend when the 'traditions' don't apply. (Such as a silent letter or unusual letter combination.)

This topic will provide parents with practical suggestions they can use at home in attempting to improve their spelling. Basic spelling lists have also been provided. Words from these lists will be in the vocabulary of a primary school aged child.

Topic Aims

At the end of this topic the participant should:

- be familiar with practical activities that they can do at home
- be familiar with various spelling methods
- have the skills and knowledge to be able to apply these spelling methods in given situations
- have the confidence to write freely without fearing incorrect spelling.

Resources

The participant will need:

- a pen
- their Workbook
- a dictionary, preferably Australian.

You will need:

- a stopwatch or a watch which can time minutes
- at least one dictionary.

What Is Spelling?

Spelling is arranging a group of letters to form a word. Correct spelling is when the letters are placed in their agreed order.

Spelling is important because a reader may not understand what is written if the spelling is incorrect. The desired meaning may not be conveyed.

Spelling Anxiety

Unfortunately some people link good spelling skills with intelligence, "...if you can spell you're smart. If you can't spell you're not so clever". Of course this isn't so. Poor spellers are often embarrassed by their writing. They don't want anyone to see their writing because they think people might think they are stupid.

Some adults lack confidence in spelling. Some avoid writing because of their lack of confidence. Some avoid using the word they want to use because they can't spell it. Some parents avoid helping their child with homework and assignments because they find spelling hard.

Why Is Spelling Hard?

The history and origin of the written language is very complex. English is made up from all the languages of England's invaders: Vikings, Anglo Saxons, Romans, Normans etc. Add to this a touch of French, Latin, Greek and the list goes on! The English language has taken spelling combinations from words of other nations. This has made the English language unpredictable.

So it's not surprising that being able to spell words correctly is a skill that many people struggle with. This topic involves a variety of methods to improve spelling skills.

The Alphabet

An alphabet is a system of written symbols or letters. The letters of the English alphabet are:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

These letters are divided into:

Vowel Letters

A E I O U
a e i o u

Consonant Letters

B C D F G H J K L M N P Q R S T V W X Y Z
b c d f g h j k l m n p q r s t v w x y z

Group Activity

Missing Vowel

This activity reinforces the fact that consonants form the framework of most words and that to pronounce a word correctly can be done by just a quick glance.

Write the following or a similar sentence on the board. Leave out all the vowels (**a e i o u**).

St~~u~~d~~e~~nts d~~oi~~ng th~~e~~ s~~u~~bj~~e~~ct w~~i~~ll ~~a~~ll h~~a~~v~~e~~ ~~a~~cc~~e~~ss t~~o~~ c~~o~~mp~~u~~t~~e~~rs.

Have the group attempt to read the sentence out loud. Then have the group fill in the missing vowels.

* * *

Activity

Have the participants complete the **One Minute Consonant** activity on page 42 of their Workbook.

Try to make a game of this activity. For instance, get participants to work in pairs. This way they can help and encourage each other.

* * *

Syllables

Spelling involves sounds and letters. Spelling involves arranging letters into sounds to form words.

A syllable usually is a sound with only one vowel sound. Words can be broken into syllables. Some words have one syllable, for example:

all an and can do far hot it

Most words have more than one syllable. Examples of words with two syllables include:

about	because	children	into
a/bout	be/cause	chil/dren	in/to

Examples of words with more than two syllables include:

aeroplane	education	elephant
aer/o/plane	ed/u/ca/tion	el/e/phant

Whole Language Learning

There are two main reading program methods:

- whole language learning
- phonic learning (sounding out).

The whole language approach involves the learner in a functional, real and relevant way. The learner actively engages in fun activities that stimulate natural curiosity and an inquisitive mind.

The whole language teacher:

- motivates young learners
- provides a non-threatening learning environment
- provides learning materials that are appropriate and relevant
- encourages the student to take responsibility for their learning.

Learning to spell in a whole language classroom involves risk taking. Children feel comfortable in their class environment and therefore are not afraid to attempt a new learning situation. Spelling an unfamiliar or new word is one such situation. It's okay if a child does not spell a word correctly first time, at least they had a go.

The learning takes place from their attempt, they discover for themselves where they went wrong. A child will usually only misspell a word the first time they write it. Frequently used words are infrequently misspelled.

Sounding Out

A high percentage of words we use on a regular basis have a phonic base. That is, they are able to be spelt by sounding the letters and letter blends. The writer may adopt a 'word attack' method. Here they attempt to spell an unknown word by breaking it into sounds and syllables and then putting them together again. A writer would say the sounds in order to help them spell the word.

Demonstrate

$\boxed{t}$ $\boxed{o}$ $\boxed{p}$

The sounds for **o** and **p** can be blended together

$\boxed{o\ p}$

The word now has the sounds

$\boxed{t}$ $\boxed{o\ p}$

These sounds can be blended together to form and spell the word **top**.

Writers should not rely on this one method as their only spelling tool as there is a small portion of words that can not be spelt phonetically.

Sight Words

A sight word is a word that is automatically recognised and does not require sounding out. That recognition comes from regular practise. The topic **Reading** looked at basic sight words.

Activity

Included in the Workbook on pages 43–44 is **Dolch's Basic Sight Vocabulary** and on page 45 is **Dolch's List Of Most Common Words**. Have the participants look through these lists.

* * *

Demonstrate

The sounds of the words

one → wun
done → dun
only → ownle
two → to

When these words become familiar they are known as SIGHT words.

Group Activity

Brainstorm and record some words on the board.

What are some words that cannot be spelt phonetically?

* * *

Group Discussion

Parents can help their child become a better speller by doing simple things around the home. Building the child's knowledge of **sight** words is a good place to start.

Brainstorm and record suggestions on the board.

What are some ways to improve a child's knowledge of sight words?

Some possible responses are:

- label things around the home such as bed, table, chair, radio, computer
- encourage a child to make their own dictionary or word bank
- pick out sight words on advertising boards, shop signs or street signs. Try and make it a game.
    - **First** National
    - **Off** Street Parking
    - Mr **Big**.

Letter Patterns

Learning to spell can also be a visual skill that requires using your memory. That means being able to recognise whether a word is spelt correctly or incorrectly—deciding if the word looks right.

This is done by visualising the complete word in your mind. Not everyone can remember how every word looks!

The letter sequence found in many words is predictable. There are many common letter pattern sequences. For example **action, eigh, ough, inter** and **dis**. By learning to spell some words, new words can be spelt which fit this pattern.

Activity

Have the participants complete **Letter Patterns** activity on pages 46–47 of their Workbook.

* * *

Look~Say~Cover~Write~Check

Look–Say–Cover–Write–Check (LSCWC) is a method of learning to spell that involves memorising and visualising. This spelling method is taught in many primary schools and in whole language classrooms.

The LSCWC method relies on the look of a word. The procedure is as follows.

1 **LOOK** carefully at a word and memorise the spelling.

2 **SAY** the word and spell it out loud.

3 **COVER** the word.

4 **WRITE** it down from memory.

5 **CHECK** the word has been spelt accurately. If not try again.

Activity

Included in the Workbook on page 48 is a **Look–Say–Cover–Write–Check** sheet.

Get the participants to think of some words they have trouble with. Write the words on the board. Ask the participants to memorise the spelling. Erase the word. Have the participants write down the word in their Workbook. Follow up with each participant.

* * *

Activity

A LSCWC **Spelling Sheet** is on page 49 of the Workbook. Participants should be encouraged to complete this in their own time.

* * *

Using A Dictionary

A dictionary is an important writing and reading tool. A dictionary enables the user to:

+ check the spelling of words
+ check the pronunciation of words
+ check the meaning of words.

To get the most out of a dictionary the user should know how their dictionary works. Most dictionaries have an explanation section which provides information on how to read the dictionary entries.

Every home should have a dictionary. Participants who don't have a dictionary at home should be encouraged to buy one, preferably Australian.

Activity

Get each participant to look through their dictionary. Answer any questions the participants have.

* * * *

Group Activity

Ask each participant to select a word from their dictionary which is likely to be unfamiliar to the group. For each word, two false meanings and the correct meaning should be given. The group has to decide the correct meaning.

* * * *

Spelling Lists

Alphabetical spelling lists are usually compiled by adults and relate to their reading and writing. They are often totally unrelated to the needs of child writers. Children should create their own personal lists as they need them. This way personal spelling lists are relevant to the user. These lists become a collection of words that make up an individual's vocabulary.

Two lists have been included in the Workbook. They are

+ Dolch's Basic Sight Vocabulary on pages 43–44
+ Dolch's List of Most Common Words on page 45

These lists are designed for the beginner reader and writer. They are common to all topics and make up a high proportion of all writing. They should become **sight** words.

Highly Infectious

Some believe that spelling is caught not taught. In order to **catch** the skills of being able to spell, the learner needs to be totally surrounded by print and text. Signs, posters, alphabet friezes, labels, books—anything that displays the written word. This infection method is called **immersion**. The idea is to immerse the learner in the world of words by displaying correctly spelt words. Then the learner becomes so familiar with them they recognise the word automatically and remember how to spell the word when they're writing.

Group Discussion

Brainstorm and record some ideas on the board.

Participants should think of words that are displayed in their home. Some may be unintentional! If they don't have a good display, how could they improve it?

Some answers might include:

+ posters
+ a shopping list on the fridge.

How Can Parents Help Their Children's Spelling?

There are a number of ways parents can help their child with spelling.

+ Speak clearly to their child. Poor speech often causes poor spelling.
+ Show their child how to use a dictionary, using a simplified children's one. They should not assume their child knows how to use a dictionary.
+ Help their child make a personal dictionary or word bank. An old exercise book will do the job.
+ Try as many different approaches as possible if their child is struggling with a word:
    - say the word
    - break it down
    - write it out on a card
    - write it in a sentence
    - look it up in the dictionary and find its meaning.
+ Play games with their child such as:
    - Scrabble
    - Scattegories
    - crosswords.
+ Be positive and encouraging. Acknowledge all their child's spelling attempts.

Activity

Have the participants play the **Spelling Games** on page 50 their Workbook.

* * *

Group Discussion

Brainstorm and record on the board.

Think of some games that help with spelling.

Some suggestions are:

- Scrabble
- Scattegories
- crosswords
- Wonderwords
- Boggle
- wordsearch
- hangman.

What Can Parents Do To Help Themselves?

There are a number of ways parents can help improve their own spelling. Improving their own spelling allows them to further help their child!

- Read everything they can get their hands on. The newspaper is a good place to start. The newspaper will usually have familiar content and keep them informed about current events.
- Buy a current Australian dictionary:
  - use it and encourage their whole family to use it
  - leave it in a conspicuous place like the coffee table.
- Have a go at completing a crossword or wordsearch.
- Write letters to friends. Tell their friends they are trying to improve their spelling.
- Write a personal diary. Their kids will love to read it in the future.

Conclusion

Becoming a speller requires drawing on all the learning methods discussed in this topic. Relying on one method only is often the downfall of many writers. Writers need a variety of methods when trying to "attack a word".

Parents should try to encourage their child to become confident with word attack skills and surround them with the printed word.

Parents should try to be positive, stay calm and be ever encouraging. They should acknowledge all their child's spelling attempts. They should remember the importance of praising (outlined in the topic—**Encouraging Your Child**). Statements like, "Wow you've almost got it right, you've only left out one letter" are better than crossing out their work.

Parents should aim to encourage their child to think about the correct spelling of a word. The child has to do the work and learn. If the parent does it for them, next time the child comes across that word they won't have learnt from their first attempt.

Teaching methods vary from school to school and sometimes teacher to teacher. To become familiar with the teaching method that exists at their school the parent should talk to their child's teacher. Suggest they make an appointment—that way they'll be able to talk in greater detail. They should ask the teacher what they can do at home to help their child.

Maths Anxiety

Topic Overview

The purpose of this topic is to build the parent's confidence. You should aim to build their self confidence and their confidence in their maths skills.

You should try to identify and concentrate on any positive aspects a participant has. Try and make each participant feel good about themself.

Group discussion will help each participant see that they're not alone when it comes to maths. Many of the participants will share similar feelings and experiences about maths.

Topic Aims

This topic has two main purposes:

- to put the participants at ease
- to boost their feelings about their own maths abilities.

The second purpose should help identify the needs of the group and should act as a guide for you.

Resources

The participant will need:

- a pen
- their Workbook.

An activity in this topic includes **Maths And Me** on pages 53–54 of the Workbook. You need to look at the participants completed version of this. Try to photocopy these pages for distribution in this session. The alternative is for participants to rip them from their Workbook.

Maths Is Not A Dirty Word

Adults often have a fear and hatred of maths. Some of the participants will probably have brought these feelings with them to this program. They have probably transferred them to their children as they voice their feeling when their children ask for help—"Don't ask me, I hate maths!" The parents are not able to assist their children with homework or assignments and so a cycle of misunderstandings begins.

Why does maths have a dirty reputation? In the past a maths class involved working through a large text book all year with minimal hands on work or practical demonstration.

In maths classes today however, teachers attempt to make the connection between maths topics and the everyday world much clearer. Teachers attempt to provide students with plenty of positive learning situations where they make these connections. Your aim is to rid the parents of their fears so they can help their children.

Group Discussion

Lead the group in discussion and summarise responses on the board. Make sure the participants give only the amount of detail they feel comfortable with.

Ask the group to think of their school days. Can they remember how they learnt maths? Did they spend a lot of time practising sums? Did anyone have a teacher who looked after the brainy students and forgot about the rest? Did anyone play maths games where the winner went to the front and the loser the back?

- What is the relationship between your feelings about maths today and your school experiences with maths?
- How do you feel about doing activities involving maths? What do you think is needed to help turn these feelings around?
- Can you think of any strategies that will help you overcome any fears or blocks you have related to learning and performing maths tasks?

Refer To Workbook

When the group is feeling a little more comfortable refer the participants to **Maths And Me** on pages 53–54 of their Workbook:

Ask the participants to complete this and tell them that you are going to collect them. (If you haven't photocopied this activity, the participants will need to rip them from the Workbook.)

Collect the handouts. The answers will provide you with some suggested topics to study. For instance, "I've got no idea about the metric system. I still think in inches and feet!" They will also give you a great insight into the participants' backgrounds.

Overcoming Maths Fears

Group discussions and sharing feelings and fears of maths is a good way to start overcoming maths anxiety. The participants will see they are not alone. A little confidence and a desire to succeed will beat the maths blues.

Group Discussion

List responses on the board.

What are some causes of maths anxiety?

Some of the answers you would be looking for include:

- only for males
- only for brainy students
- too hard
- dislike of school
- dislike of maths teacher
- left school early
- haven't done since left school.

Another way to overcome a fear of maths is to explain to the participants that without realising it, maths surrounds them everyday. They are actively involved with maths activities many times during an average day but they may not realise it.

Group Discussion

Brainstorm and record suggestions on the board.

What are some maths activities we do in an average day?

Some of the answers you would be looking for include matters involving time, shopping, cooking, organising finances, household repairs, sewing, knitting, cooking, travel.

If parents have a fear of maths they are in danger of passing this on to their child. A parent will not help their child by telling them "I'm hopeless at maths" or "I'm no good at maths, go ask Dad" or "I hate maths". A parent with a positive attitude towards maths shows they value it and will promote a positive image of maths.

Group Discussion

List responses on the board.

What are some ways to help overcome fear of maths?

The group discussions in this topic will help the participants realise they are not alone when it comes to maths. By the end of this topic the participants should be aware that they have shared feelings and experiences.

Group Discussion

- How do you feel about sharing your maths feelings and experiences?
- What have you gained from the group discussions today?

Learning Maths

Topic Overview

The purpose of this topic is to explain what maths is and how it is learnt. This topic compares how maths was taught at school with how it is taught today. As with most topics, how parent's can help their child learn maths is explored.

Topic Aims

At the end of this topic the participant should know:

- what maths is
- how maths is learnt at school today
- the five strands of maths taught
- how maths is taught at school
- maths at home
- how parents can help their children's maths.

Resources

There are many resources on adult numeracy and on helping children with maths. You may want to read some of these before you present this topic. Some excellent resources include:

- *Breaking the maths barrier—a kit for building staff development skills in adult numeracy*, B Marr and S Helme, Department of Employment Education and Training, 1991, ISBN 0 642 16683 8. If you are unable to access this resource locally, it is available for purchase from ARIS, Language Australia, GPO Box 372F, Melbourne, Vic, 3001. Telephone (03) 9614 0255.
- *How children learn mathematics: A guide for parents and teachers*, P Liebeck, Pelican, ISBN 0 14 022529 3. If you are unable to access this resource locally, it can be borrowed from ARIS, Language Australia.

- The group activity on page 99 requires a video titled *Real maths and school maths*. If you are unable to access this resource locally, it can be borrowed from ARIS, Language Australia.

The participant will need:
- a pen
- their workbook.

What Is Maths?

Most adults think maths is the calculation of numbers—addition, subtraction, division and multiplication. Mathematics does include arithmetic, but it also includes estimation, measurement, geometry, algebra, logic, statistics, probability, construction, exploration, and more.

A good definition of mathematics and its importance to education is provided in *Mathematics in our schools—a guide for parents and the community*, Australian Education Council and Curriculum Corporation, 1991, page 20.

> "Mathematics is about ways of thinking which are logical and analytical, and about seeing connections between things. As a creative activity, mathematics involves invention, intuition and exploration. It involves representing things using diagrams, graphs or symbols. It also involves being able to use mathematical ways of thinking to make decisions and to solve problems.
>
> Because it is used to describe our world and helps to understand it, mathematics is a fundamental part of a general education."

This definition has been used for the basis of the next activity.

Group Activity

Take the participants through the information in the **What Is Maths?** sheet on page 62 of their Workbook. As you work through this sheet provide an explanation of each of the words which are bold.

Refer the group to page 63 of their Workbook. Get the participant to come up with examples for each point. Share these with the group.

* * *

Maths At School

Maths has changed from a school subject which was **taught** to one which is **learnt**. Maths used to be taught by way of completing row after row and sheet after sheet of sums, or algebra, with little or no application to real life. Students were expected to memorise rules and after much repetition and drilling come up with the right answer. There was no emphasis on what the maths was for or why the answer was correct.

Maths in primary school today is taught as a practical and meaningful skill related to every day tasks such as creating, comparing, exploring, measuring, classifying, and problem solving. The emphasis on teaching maths today is on application and understanding why. This change in emphasis is based on the principle that learning is an active process that is done **by** the learner rather than something which is done **to** the learner. The emphasis on learning maths today is for students to:

+ become confident with maths
+ enjoy maths
+ use maths to help solve problems.

Group Activity

A video which provides a useful view of this topic is *Real maths and school maths*, produced by Bill Newton for the Victorian Ministry of Education.

The video runs for 19 minutes and shows how quickly and easily children deal with a real maths problem (buying a chocolate bar) yet how difficult they find solving the same problem with the traditional pen and paper method.

Promote discussion of the video.

This video also has the advantage of showing the participants other adults who suffer from maths anxiety.

* * * *

Activity 2.6 of *Breaking the maths barrier*, uses this video to promote discussion on the range of methods used to learn maths. You might want to refer to this activity.

Five Strands Of Maths

There are five areas of maths taught in schools. These are known as **content strands** and started in the *National statement of mathematics for Australian schools* which provides a framework for States and schools to build their maths curriculum. The five areas are:

- space (geometry)
- number
- measurement
- chance and data
- algebra (pattern and order).

Group Activity

Talk the participants through the information in the **Five Strands Of Maths** sheet on page 64 of their Workbook. As you work through this sheet provide an explanation of each strand.

Refer the group to page 65 of their Workbook. Get the participants to come up with examples for each strand. Share these with the group.

Teaching Maths At School

The level of complexity or difficulty of each strand of maths taught at school varies throughout the school years. There are several approaches to teaching maths at school. All have an emphasis on 'hands-on experience'. The approaches to teaching maths also vary according to a number of factors including the maths concept itself, and the needs and experiences of the students. Maths is a dynamic field and the approaches to teaching maths reflect this change and growth. According to B Marr and S Helme in *Breaking the maths barrier*, Department of Employment Education and Training, 1991 (pages 175–176) learning maths involves four learning stages—concrete experience, reflection, abstraction and application.

In the **first** stage "new concepts are presented in a concrete way through a practical activity or physical model" allowing students to draw on their prior experiences ... in an enjoyable and non threatening activity. In exploring fractions for example, students may start by collecting pieces together to make circles."

In the **second** stage the teacher encourages students "to describe, discuss, and explain the relationships they are observing" in their own words. Later the teacher encourages "the use of more formal language and may introduce some new words or notation, such as the words numerator and denominator or the idea of equivalent fractions. This process of reflection allows students to build on their experience, discover important relationships for themselves, articulate these relationships and begin to formalise them in writing."

The **third** abstraction stage where students "are ready to integrate their observations into logically sound procedures or rules, translating their own language into formal language and symbols." For example a circle can be made up of three equal pieces (thirds) and three unequal pieces (halves and quarters).

"The **final** stage in this process is applying their understanding of new concepts to unfamiliar situations, for example applying their knowledge of equivalent factions to finding percentages."

Another similar model presented by Pamela Liebeck in *How children learn mathematics: A guide for parents and teachers*, involves a four stage process of learning maths—experience, language, pictures and symbols. This model is similar to Marr and Helme's model except for the inclusion of pictures (that represent the experience) and the exclusion of the application stage.

Maths At Home

A child begins learning maths at home. Just as in reading and writing, parents help to teach their child maths. Before a child starts school, they will have learnt about size (big, wide, deep) and comparison (more, full, under, hotter). They will also have a basic understanding of simple number concepts and colour. They will be familiar with playing with puzzles and blocks.

Group Discussion

Brainstorm and record ideas on the board.

Maths activities that can be done at home.

Remind the group that the activity should be suited to the age of the child and take into account their interests and experiences.
Point out that the next topics involve maths concepts which will provide inspiration for maths activities which can be done at home.

How Can Parents Help Their Children's Maths?

There are a number of ways parents can help their child with maths.

+ Show an interest and be positive about maths.
+ Encourage their child to talk about what they are doing in maths at school.
+ Talk to their child's teacher about what their child is doing in maths at school and their progress.
+ Involve their child in realistic and suitable maths experiences in the home such as cooking, gardening, craft etc.
+ Encourage their child to take part in discussions involving maths in the home, such as how much TV to watch, how many plants to sow, the scoring in a sports game.
+ Play games at home which involve maths—cards, checkers, and commercial games such as Mastermind and Uno.
+ Encourage their child to take risks and try out their own ideas.
+ Praise every effort.
+ Reassure and encourage their child.
+ Provide a calculator at home.

Place Value

Topic Overview

If the participants want to help their children with the maths they learn at school, they must have a basic knowledge of what their child is learning. One of the important foundations in maths in school is place value. This topic explains and demonstrates place value.

Topic Aims

At the end of this topic the participant should know:

- what place value is
- when, where are how place value is taught at school.

Resources

You need some MAB blocks or materials suitable to demonstrate the place value concept.

There are some useful resources which cover place value. You may want to read some of these before you present this topic. Two excellent resources are:

- *Breaking the maths barrier—a kit for building staff development skills in adult numeracy*, B Marr and S Helme, Department of Employment Education and Training, 1991, ISBN 0 642 16683 8.
- *Strength in numbers: A resource book for teaching adult numeracy*, R Goodard, B Marr & J Martin, Holmesglen TAFE, 1991, ISBN 0 7306 1652 5.

If you are unable to access these resources locally, they are available for purchase from ARIS, Language Australia.

The participant will need:
- a pen
- their workbook.

What Is Place Value?

Place value is a method of teaching maths in early primary school. Place value places a value on each digit in a number. There are ten digits:

0 1 2 3 4 5 6 7 8 9

All numbers use these digits which are organised by the decimal system:

ones, tens, hundreds, thousands, etc.

Demonstrate

Demonstrate on the board the place value of a number.

The number

273

has three digits

2	which has a value of	2	hundreds	or	200
7	which has a value of	7	tens	or	70
3	which has a value of	3	ones	or	3

Group Activity

Allow the participants to model some numbers using blocks, or straws or some other method. Start with the number 273 or whatever number or numbers you used in the board demonstration of place value.

◆ ◆ ◆ ◆

Place Value At School

In early primary school, MAB (multi attribute blocks) are used to teach place value. The MAB blocks consist of:

- units being represented by 1 block measuring one centimetre,
- tens being represented by 10 joined unit blocks (sometimes called a 'long')
- hundreds being represented by a 10 tens joined together to form a square (sometimes called a 'flat')
- thousands being represented by 10 hundreds joined to form a large cube.

Younger children learn to add and subtract using MAB blocks. Later these blocks are used to help learn multiplication and division.

Group Activity

Allow the group to look at some MAB blocks. Explain that these blocks help children to visualise a number so they can understand **why**. For example you can't take nine from two because nine is more than two. Explain that you will be using these in the **Number Skills** topic to show how children learn addition and subtraction at school.

* * *

Group Activity

This activity introduces the connection between place value and $1 coins, $10 notes, $100 notes.

Using the number 273 or whatever number you used in the board demonstration ask this question.

How could you model the number 273 with money?

* * *

Activity

Have the participants complete the **How Much Money?** activity on page 70 in their Workbook.

Informally check the participant's answers and provide help where necessary.

* * *

Activity

Have the participants complete the **Money Exchange** activity on page 71 in their Workbook.

Informally check the participant's answers and provide help where necessary.

* * *

Activity

Have the participants complete the **Place Value Practice** activity on page 72 in their Workbook.

Informally check the participant's answers and provide help where necessary.

* * *

Activity

This activity introduces written numbers. While written numbers are gradually introduced to participants in their Workbook, some participants will probably have trouble spelling numbers and may become anxious. You should provide help and reassurance if needed.

Have the participants complete the **Identify The Value** activity on pages 73–74 in their Workbook.

Informally check the participant's answers and provide help where necessary.

* * *

Number Skills

Topic Overview

This topic has two aims. One is to improve the participants confidence in completing the basic numeracy skills of addition, subtraction, multiplication and division. Discussions, demonstrations, activities and games are aimed at allowing the participant to practise their numeracy skills. Where possible real life examples should be used and exercises should be as non-threatening as possible.

The participants will have their own way of attempting the various activities in this topic. Your task is not to make a participant change the way they do their maths but to show them how their child attempts maths at school.

The other aim of this topic is to explain and demonstrate how the basic numeracy skills are taught at school.

By the time you present this topic you should be familiar with each of the participants in the group and know some of their interests. You can supplement the activities provided for this topic with activities which appeal to the participants.

Topic Aims

At the end of this topic the participant should know:

- about number permanence
- about the basic maths operations of addition, subtraction, multiplication and division and how these are taught at school.

Resources

You need to make a copy of the **Addition Test** on page 123 of this guide for each participant. This test will be used to enable the group discussion proposed on page 111.

The participant will need:

- a pen
- their Workbook
- a calculator. You should encourage the participants to try the activities in this topic manually and with a calculator.

Number Permanence

In early primary school or before a child starts school they will learn to count. They will also learn to write and read numbers. Knowing how to count will allow a child to develop **number permanence**. Number permanence is where a person can remember what the concept of a number means. For example, a young child without number permanence will look at four apples in a bowl and have to count "one, two, three, four" to provide the answer to "how many apples in the bowl?". A child with number permanence will look at the bowl and respond 'four'. If the apples are placed beside the bowl the child without number permanence would have to recount the apples to know 'how many apples beside the bowl'. Number permanence allows the child to link the concept of the number to any object. For example, four cars, four people, four books, four drinks.

Group Activity

Demonstrate number permanence to the group by providing some objects to the group and asking for the number of objects. How do they know what four or five, etc means? How do they know to link the word five to five objects, etc.

* * *

Once a child has developed the skill of number permanence they are ready to move on to some basic maths operations. "If I put another two apples in the bowl, how many apples will there be?" "If I take three apples from the bowl, how many apples will be left?"

Basic Maths Operations

There are four basic maths operations which are fundamental to learning numeracy—addition, subtraction, multiplication and division. These and other maths operations are represented by symbols.

Activity

This activity can be a group or individual activity.

Ask the participants to compete the **Numeracy Symbols And Words** activity on page 79 of their Workbook. To get them started give some examples such as plus, add.

Discuss the various answers. Record the responses on the board. Provide a brief explanation for each.

The examples of possible key words and phrases suggested by Marr and Helme on page 293 of *Breaking the maths barrier* include:

+	plus, add, sum, total, altogether, more, increased by, credit, deposit
–	minus, subtract, difference, difference between, less, take away, from, withdraw, debit, reduced by, discount, off
x	multiply, product, times, of, lots of, groups of, by, 's (as in seven five's)
–	divide, quotient, into or goes into, how many ...'s in ...?, share
=	equals, is, are, makes, the answer is

* * *

Addition

Addition is the process of combining two or more numbers together to find their total value. Addition is a task which is carried out many times in our busy lives.

Activity

Ask the participants to complete the **How Much Will You Pay?** activity on page 80 of their Workbook.

Get the participants to share how they arrived at their answers.

* * *

Teaching Addition In School

Teaching addition in early primary school usually involves using **MAB blocks** (or some similar method) and **place value**.

Demonstrate

Use MAB blocks or similar method to demonstrate how an addition problem is solved. Your demonstration should explain the 'carry the ten' concept. Record the same addition problem on the board to demonstrate how the problem would be solved 'on paper'.

Activity

Allow the participants to use the MAB blocks to find the answers to some addition sums.

* * * *

Maths at school today is taught in a meaningful way with exercises that the learner can relate to and is interested in.

Activity

Ask the participants to complete the **Meaningful Maths** activity on page 81 of their Workbook.

* * * *

Addition can be expressed in a number of ways including +, plus, add, sum, total, etc. Children are taught the various ways that addition and other maths tasks are expressed. The group have considered these when they completed the **Numeracy Symbols And Words** activity on page 79 of their Workbook. You may allow time for the participants to look back at the words and symbols for addition.

Activity

Ask the participants to complete the **Practising Addition Skills** activity on page 83–84 of their Workbook.

* * *

Group Discussion

Included on page 123 of this Presenter's Guide is an **Addition Test** activity. You may want to hand out copies of this activity and pretend that you want the participants to do these addition problems. Alternatively you may hand out the activity stressing it is an example of how maths used to be taught but is no longer.

Lead the group in a discussion.

Compare the exercises in the **Meaningful Maths** activity and the **Addition Test** activity in their workbook. Did they prefer one to the other? Why? This discussion should demonstrate the importance of relevance when learning.

Relate the discussion back to **Maths Anxiety**. How did the possibility of sitting a test make them feel?

Subtraction

Subtraction is the process of finding the difference between two numbers by deducting one number from another. Like addition, subtraction is a task which is carried out many times in our lives.

Activity

Ask the participants to complete the **Find The Difference** activity on page 85 in their Workbook.

* * *

Teaching Subtraction In School

Like addition, teaching subtraction in early primary school usually involves using **MAB blocks** (or some similar method) and **place value**.

Demonstrate

Use MAB blocks or similar method to demonstrate how a subtraction problem is solved. Your demonstration should explain how one ten block is converted into units to complete the calculation. Record the same subtraction problem on the board to demonstrate how the problem would be solved 'on paper' using the 'decomposition' method.

Activity

Allow the participants to use the MAB blocks to find the answer to some subtraction sums.

* * *

There are many different ways people do subtraction. Their age and the school they attended will determine the particular subtraction process the participants were taught.

Take the group through two methods stressing that obtaining the correct answer is their objective—how they get there is up to them!

Borrowing And Pay Back

The 'old' borrow and pay back method was taught some years ago.

Demonstrate

Demonstrate a subtraction problem on the board using the borrowing method.

$$\begin{array}{r} 43 \\ -\,28 \\ \hline 15 \\ \hline \end{array}$$

+ 3 take 8 you can't do so you have to borrow $\begin{array}{r} 43 \\ -28 \\ \hline \end{array}$
+ borrow one from the 2. The 3 becomes 13 $\begin{array}{r} 4{}^{1}3 \\ -28 \\ \hline \end{array}$
+ now 13 take away 8 is 5, put down the 5 $\begin{array}{r} 4{}^{1}3 \\ -28 \\ \hline 5 \end{array}$
+ pay back the one you borrowed so the 2 now becomes 3 $\begin{array}{r} 4{}^{1}3 \\ -{}_{1}28 \\ \hline 5 \end{array}$
+ 4 take away 3 leaves one. The answer is 15 $\begin{array}{r} 4{}^{1}3 \\ -{}_{1}28 \\ \hline 15 \end{array}$
+ 43 take away 28 is 15
+ to check the answer, add 28 + 15 to get back to 43. $\begin{array}{r} 28 \\ +15 \\ \hline 43 \end{array}$

Decomposition

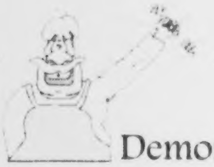
The 'new' decomposition or 'regrouping' method is the most common method taught in schools today.

Demonstrate

Demonstrate a subtraction problem on the board using the decomposition method.

$$\begin{array}{r} 43 \\ -\,28 \\ \hline 15 \\ \hline \end{array}$$

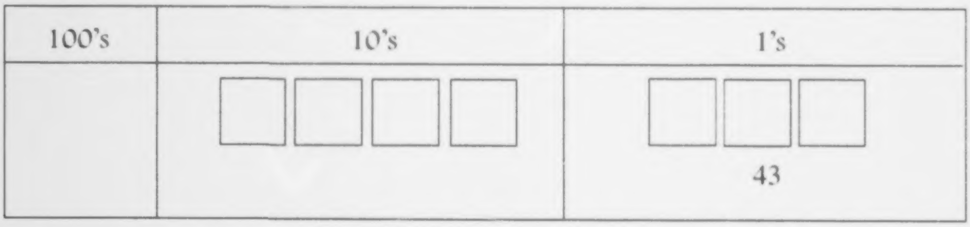
- 3 take 8 you can't do so you have to borrow $\begin{array}{r} 43 \\ -28 \\ \hline \end{array}$
- take 10 from the 10s column and put it into the ones to make the 3 a 13 $\begin{array}{r} \overset{3}{\cancel{4}}{}^{1}3 \\ -28 \\ \hline \end{array}$
- now 13 take away 8 is 5 $\begin{array}{r} \overset{3}{\cancel{4}}{}^{1}3 \\ -28 \\ \hline 5 \end{array}$
- by taking a 10 from the 10s column you have reduced the 40 to 30 (you have to cross out the 4 and make it a 3) $\begin{array}{r} \overset{3}{\cancel{4}}{}^{1}3 \\ -28 \\ \hline 5 \end{array}$
- 30 take away 20 (or 3 take 2) which leaves 10 (or one) The answer is 15 $\begin{array}{r} \overset{3}{\cancel{4}}{}^{1}3 \\ -28 \\ \hline 15 \end{array}$
- 43 take away 28 is 15

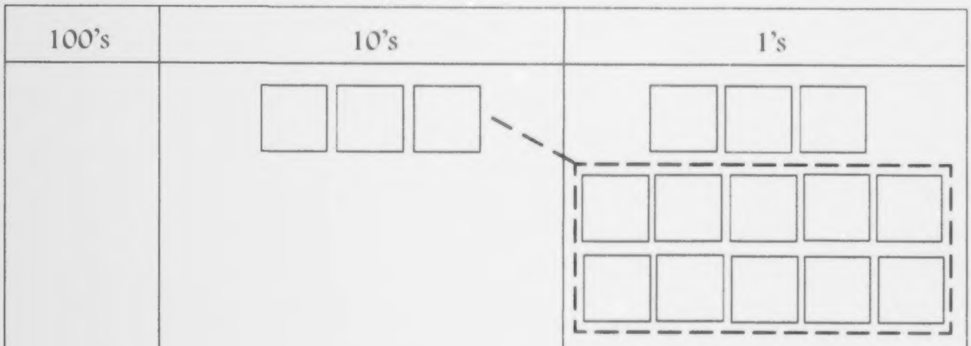


Demonstrate

Demonstrate a subtraction problem using MAB blocks.

$$\begin{array}{r} 43 \\ -\ 28 \\ \hline 15 \end{array}$$





8 can't be taken from 3, so replace one unit of 10 with 10 one's. This gives 13 one's

100's	10's	1's
	□□□	
		□□□□□ 8 from 13 leaves 5

100's	10's	1's
	□	□□□□□ two 10's from three 10's leaves one unit of 10. This leaves one unit of 10 and five units of 1. The result is 15

Allow the group time to look at each method and compare them. You will probably have to demonstrate and work through a number of examples. Try to give real life examples appropriate to the participants.

Activity

Ask the participants to complete the **Practising Subtraction Skills** activity on pages 87–88 of their Workbook.

* * *

Multiplication

Multiplication is the process of repeated addition, where 3 x 5 = 5 + 5 + 5 = 15. Multiplication involves repeating patterns.

Activity

Ask the participants to complete the **Number Patterns** activity on page 89 of their Workbook.

* * *

Activity

Allow time for the participants to complete as much as they can of the **Multiplication Grid** on page 90 of their Workbook.

* * *

Group Discussion

Lead the group in discussion when the participants have finished the Multiplication Grid activity.

- What patterns can they find in the grid?
  How do the participants remember 5's, 10's, 9's etc?

This activity is adapted from *Car costs*, C Wearne, 1997, pages 19–20 and is used with permission from Adult, Community and Further Education Board.

Activity

Ask the participants to complete the **How Many?** activity on page 91 of their Workbook.

* * *

Teaching Multiplication in School

Multiplication in early primary school usually involves the child exploring with groups and sets of objects. In early primary school they also learn serial counting, such as 5, 10, 15, 20, 25, etc. This foundation learning provides children with the knowledge to learn multiplication of smaller numbers. As children progress through school they are introduced to long multiplication involving numbers larger than 1 to 12.

Place value is used to help teach long multiplication.

- to multiply by 10, attach a zero to the right
- to multiply by 100, attach two zeros to the right
- to multiply by 1000, attach three zeros to the right

6 x 1 = 6
6 x 10 = 60
6 x 100 = 600

207 x 1 = 207
207 x 10 = 2070
207 x 100 = 20700

Demonstrate

Write a problem on the board requiring multiplication and use place value to demonstrate how that problem is solved.

245
x36

- multiply 245 by 6

245
x36
1470

+ multiply 245 by 3. Put a 'holding zero' in the units column

245
x36
1470
7350

+ add the results of each multiplication

245
x36
1470
7350
8820

Activity

Ask the participants to complete the **Practising Multiplication Skills** activity on page 92 of their Workbook.

* * *

Activity

Ask the participants to complete the **How Many Fence Posts?** activity on page 93 of their Workbook.

* * *

Activity

Ask the participants to complete the **How Much Paper?** activity on page 95 of their Workbook.

* * *

Division

Division is the process of finding out how many times one number occurs or is repeated in another number. Division is a process that is required for sharing. Division is the opposite process to multiplication. Where the sum 3 x 5 = 15 can be written:

- 15 ÷ 3 = 5 (3 occurs 5 times in 15)
- 3 can be subtracted from 15 five times (15 - 3 - 3 - 3 - 3 - 3 = 0)
- 15 can be equally shared 5 or 3 times.

Activity

Ask the participants to complete the **Daily Division** activity on page 96 of their Workbook.

* * * *

Teaching Division in School

Most children are introduced the concept of division by 'sharing'. Children in early primary school are introduced to division by using objects such as blocks. "How many groups of two blocks can you make from that group of eight blocks."

A child who has mastered serial counting will use this knowledge to help with division problems. When asked "How many 5s in 15?" the child can solve the problem using serial counting of 5s—5(one) 10(two) 15(three). "There are 3 fives in 15."

Children are taught that division is the opposite of multiplication, so a child who knows that 3 x 5 = 15 will come to recognise that 15 ÷ 5 = 3.

As the child progresses they will be introduced to long division sums involving larger numbers than 1 to 12. Place value is used to help teach long division.

- to divide by 10, delete the right end zero
- to divide by 100, delete the two right end zeros
- to divide by 1000, delete the three right end zeros.

8 ÷ 4 = 2
80 ÷ 4 = 20
800 ÷ 4 = 200

315 ÷ 5 = 63
3150 ÷ 5 = 630
31500 ÷ 50 = 6300

Demonstrate

You may decide to omit this activity if you feel the participant will find it too difficult.

Write a problem on the board requiring long division and demonstrate how that problem can be solved. Show several methods including the 'synthetic', 'conventional' and 'estimation' methods.

Activity

Ask the participants to complete the **Practising Division Skills** activity on page 97 of their Workbook.

* * *

Activity

Ask the participants to complete the **How Many Deliveries?** activity on page 99 of their Workbook.

* * *

Activity

Ask the participants to complete the **How Many Magazines?** activity on page 101 of their Workbook.

* * *

Activity

Ask the participants to complete the **Pumpkin Soup Recipe** activity on page 103 of their Workbook.

* * *

How Can Parents Help Their Children's Number Skills?

There are a number of ways parents can help their child with their number skills.

- Find out from their child's teacher about how their child is learning number skills at school and their progress.
- Involve their child in maths experiences in and around the home such as shopping, cooking etc. Scoring in sport is a good example where number skills are involved.
- Play games at home which involve numbers. Games such as hop scotch and chasey (count to ten) are examples of games children can play at home. Games such as cards, Uno, Monoploy and Junior Monolopy, Yahtzee and Number Boggle are examples of commercial games which involve maths.

Addition test

The Addition Test on the follwoing page is used to promote the discussion suggested on page 111.

Addition Test

You are allowed five minutes to complete this test. Your presenter will collect and mark your work. Total marks 20.

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$$\begin{array}{r} 23 \\ +38 \\ \hline \end{array} \qquad \begin{array}{r} 65 \\ +44 \\ \hline \end{array} \qquad \begin{array}{r} 43 \\ +75 \\ \hline \end{array} \qquad \begin{array}{r} 59 \\ +48 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ +23 \\ \hline \end{array} \qquad \begin{array}{r} 87 \\ +42 \\ \hline \end{array} \qquad \begin{array}{r} 79 \\ +32 \\ \hline \end{array} \qquad \begin{array}{r} 62 \\ +44 \\ \hline \end{array}$$

$$\begin{array}{r} 185 \\ +413 \\ \hline \end{array} \qquad \begin{array}{r} 251 \\ +394 \\ \hline \end{array} \qquad \begin{array}{r} 370 \\ +408 \\ \hline \end{array} \qquad \begin{array}{r} 481 \\ +615 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ 27 \\ +45 \\ \hline \end{array} \qquad \begin{array}{r} 24 \\ 19 \\ +65 \\ \hline \end{array} \qquad \begin{array}{r} 100 \\ 251 \\ +493 \\ \hline \end{array} \qquad \begin{array}{r} 305 \\ 489 \\ +516 \\ \hline \end{array}$$

Metrics

Topic Overview

This topic is designed to make parents 'metric aware'. Your task is to provide the group with real life examples which they can relate to metric measurement. Allow plenty of opportunity for hands on activities using concrete materials—lots of measuring, weighing and estimating. Always relate the activities and discussion to the participant's prior knowledge. This way the new information will have more meaning.

Your aim is to encourage 'metric thinking' and discourage them from reverting back to imperial measurement.

Topic Aims

At the end of this topic the participant should be able to:

- use metric measurement in everyday life
- accurately estimate various forms of measurement including volume, mass and length
- have the skills necessary to convert units of measurement
- choose the correct unit when measuring.

Resources

The participant will need:

- a pen
- their Workbook.

You will need to bring to the session:

- common household products of varying metric measurements and quantities
- kitchen scales, bathroom scales, measuring tapes, rulers
- a calculator.

There are some useful resources which cover metrics. You may want to look at some of these before you present this topic. Two excellent resources are:

- *Mathematics: A new beginning—a resource book for teachers of adults returning to study*, B Marr & S Helme (eds), State Training Board Victoria, 1987, Melbourne, ISBN 0 7241 2878 4. If you are unable to obtain this reference locally, it can be purchased from ARIS, Language Australia.
- a CD ROM called *Measuring up*, distributed by Protea Textware Pty Ltd, PO Box 49 Hurstbridge Victoria, 3099. Telephone (03) 9714 8660.

Imperial Out—Metric In

Believe it or not, the metric system of measurement has been a part of our lives now for years (since 1970). It's therefore surprising that something that has been around for that long is still a mystery to a lot of people.

Some people who have trouble understanding the metric system are usually baffled because they either simply refuse to learn it, or they're still thinking and using imperial measurement. Some have been caught between the two systems. Their primary education involved learning imperial. During their secondary education the new metric system was introduced. Some of these people may not feel confident using either form of measurement.

Group Activity

A positive learning activity that will reinforce the everyday aspect of metrics involves actually handling some household products like juice, drinks, cereals, cans of food, fruit, detergent etc. Using common household items of varying measurements, cover up the measurements and ask the participants to:

- estimate the volume or mass of the product
- arrange the products in order according to their volume or mass.

Then get the participant to actually weigh or read the volume or mass of the items.

Positive and interesting discussion can generate from this type of activity. Ask the participants what can be learned from this activity. Some possible answers are:

- smart shopping
- getting the best value for money
- recognising deceptively shaped packaging.

* * *

Group Activity

Using a ruler and a tape measure get the group to measure some body parts. Such as their height, handspan, foot. Who is the tallest/shortest person in the group? Who has the longest/shortest middle finger? etc.

You will find some excellent activities which you could use here in the **Metrics and Measurements** section in *Mathematics: A new beginning—a resource book for teachers of adults returning to study.*

* * *

Activity

More everyday related activities can be found in the Workbook.

Work through these. Give the correct answers and discuss any questions the group has.

+ **Could It Be True?** (page 109)
+ **Match With A Connecting Line** (page 110)
+ **Choose The Right Answer** (pages 111–112).

* * *

Group Discussion

Brainstorm on the board. The participants should spend some time thinking individually then share their responses with the group. List the responses on the board.

What are some practical ways to introduce measurement concepts?
Responses might be:

+ cooking (add 250 mL of milk)
+ measuring a rug on the floor (2 metres x 4 metres)
+ measuring parts of their body for clothes sizes (ie waist 24 cm)
+ buying sand for the sand pit (more advanced concept).

What Can Parents Do To Help Their Children?

The best way for a parent to help their child understand the metric system is to give them plenty of practical, hands on practice. Let children see that not only maths but metric measurement is around them every day in many real life situations. Parents should try to tie in any new experience to knowledge the children already have. For example a regular milk carton has a volume of one litre, a large milk carton has two litres, a large 'Big M' has a volume of 500 millilitres.

A parent should provide their child with concrete examples. Allow the child to experiment with these examples. They can fill up a carton with water or sand and pour the contents from one carton to another and so on. Concrete, hands on examples that are able to be touched and manipulated are one of the best learning tools.

Parents can provide creative play activities which their children will enjoy and which will, at the same time, be a learning activity. An activity can be as simple as providing measuring cups in the bath or sandpit.

Assessment Task

The participants should be directed to their assessment task. The presenter should read through the assessment task and explain exactly what is required.

For those parents not attempting this course as part of GCO, the Level II assessment task should still be completed as part of working through this topic.

Other School Subjects

Topic Overview

This topic involves inviting guest presenters to talk to your group about topics in which they have expertise. You may invite a guest to talk about a subject with which you are not confident or up to date. The topic also suggests visiting places of interest, especially the community library.

Showing an interest in other subjects is very important. Children should be given the opportunity to explore their world and study how it works. This topic suggests ideas for parents to further enhance their child's understanding of the world and world events.

Learning Outcomes

At the end of this topic the participant should:

- gain up to date knowledge about a particular subject by listening to a guest
- access a public library
- know how to stimulate a child's interest in the world outside their immediate surroundings.

Preparation

The participant will need:

- a pen
- their Workbook.

Using Guest Presenters

A good way to cover other subject areas taught in schools is to get in people who have expertise in the subjects. These 'experts' could be teachers, professional people or members of the community. Using guest presenters is a way of varying this program.

By using experienced guest presenters your participants will have access to 'people in the know' with hands on experience. Guest presenters who are currently working in an area will have an understanding of the most up to date information.

Using guest speakers can have a motivating effect on the group. The participants are exposed to different points of view and ways of looking at things.

To make good use of this time, explain to the participants that time has been set aside in the program to invite in guest speakers. The guests you invite and the subjects they discuss should be determined by the group.

Group Discussion

Lead the group in discussion.

- What area would you like to know more about?
- Do you have someone in mind for a guest presenter?

If they don't have anyone in mind, its up to you to investigate. This can be done by contacting places like a primary or secondary school, the local TAFE institute, or even the local library. Do this early in the program so that you have plenty of time to organise things.

The reasons for bringing in a guest speaker are only limited by your imagination. They will also vary depending on the activities and needs of your participants and their children's schools.

Suggested Topics

The following are some suggested topics for using a guest expert:

- a computer expert familiar with the latest software (the group will need access to a computer)
- a person experienced in using the Internet (the group will need access to an online computer)
- a trained tutor to explain Reading Recovery
- a believer in the philosophy of whole language
- a passionate enthusiast in the Arts (music, art, drama)
- a community member associated with the local eisteddfod
- a child psychologist specialising in positive parenting
- a social worker familiar with youth affairs.

The list is endless…

Out And About

Sometimes it may not be appropriate to invite a guest in. It may be more suitable for the group to go to them. The public library is one such place and is a fantastic resource—visiting is a must. Encourage your participants to join if they are not already members. The librarian can give a tour outlining the services available, opening times and special activities like storytime for children, book launches and community projects.

Other Subjects

Many of the suggestions put forward in this program can also be used in other subject areas. The most constructive support a parent can give their child is to be positive and model a genuine interest in what they are doing. An interest in current affairs, the world and people in it will help a child gain an understanding of the world beyond their home and classroom. Parents can help by:

- encouraging their child to read widely
- providing access to newspapers, good quality magazines, the Internet
- discussing the places and events mentioned in the paper or on television—parent and child can look them up in an atlas or in an encyclopedia

+ watching good television programs with their child and discussing what the program is about. Parents should encourage their child to be critical about the way the information is being presented.

Returning to Study

Topic Overview

This topic provides an opportunity for the participants to investigate further education options available to them. Participants will be able to discuss their needs and perhaps plan short and long term goals. Your role is to assist participants in accessing information and clarifying their further education needs.

Not everyone in the group is going to be interested in discussion related to 'returning to study'. Some may not wish to participate in this topic.

Topic Aims

At the end of this topic the participant should be able to:

- discuss their further education needs
- discuss the further education options that are available to adults in general
- explain the specific courses they may be interested in pursuing.

Resources

The participant will need:

- a pen
- their workbook
- access to an adult education training provider such as TAFE or SkillShare, community providers of adult education etc
- access to a TAFE or public library.

The Benefits Of Study

A good way for a parent to help their child is to set a good example. If a child sees their parent studying, the child will be encouraged to study. If a child sees their parent enjoying learning, they will get the idea that learning is enjoyable.

Besides the benefits to the child, the parent will also benefit from a study program. Study can be enriching, interesting, rewarding and useful. The benefits of study range from improving a person's self confidence to career success.

Group Discussion

This requires an informal, non threatening discussion.

+ Ask the group if any of them had thought about returning to study.

If this question were asked at the start of this program, some of the original responses may be **no**. But upon nearing the end of this program some participants may be stimulated and confident enough to want more! Hopefully some will have developed a thirst for adult education and become hungry to learn.

Setting Goals

To set a goal means to tell yourself what you want to achieve.

To try to achieve a goal requires commitment, it makes you motivated and takes the chance element away. Trying to achieve a goal means you make a deliberate effort to accomplish what you want to achieve.

A person's goal might be getting a job, getting a qualification, improving knowledge or finishing this course.

Group Discussion

Record the following questions on the board and lead the group in discussion.

- What would you like to see yourself doing 1, 2 and 5 years from now?
- How will you go about achieving this?
- What will you need to do (step by step) to get there?
- Where can you get information to help you answer these questions?

Ask the students to record their answers to these questions in their Workbook and share them only if they want to.

Activity

Refer the participants to the **Set A Goal** activity on page 125 in their Workbook. This activity should be done at home.

* * *

Course Counsellor

Prior to this session, contact an adult education provider. Explain your purpose and ask to speak to a course/careers counsellor.

This person would be an ideal guest speaker. They are trained to help people find direction and take steps in achieving their goals. A course/careers counsellor can also arrange a tour of a TAFE institute. A personalised tour can demystify and remove any fears an interested student may have.

If a counsellor is not able to meet your group because of distance or time restraints ask for a number of course brochures outlining a variety of courses on offer. Ask them to post a number of copies so that your participants can take them away.

If you are close to an adult education provider your participants may wish to complete the assessment task for this topic.

Job And Course Explorer

Job and Course Explorer (JAC) is an easy to use computer package that has been designed to help adults explore many of the courses and jobs offered throughout Victoria. JAC can tell participants about:

- study they can do in the daytime, in the evening or by correspondence at home
- courses conducted near where they live or work
- institutions offering the course of their choice
- extra services such as child care
- jobs and courses to match their skills, interests and training.

Most TAFE institutes provide access to a JAC or Jobs Illustrated (JILL) computer package. If a participant is interested they should contact the nearest institute and make an appointment with a library staff member to explain how to use the packages.

JAC is also available as a printed course directory. A copy of this and a CES job guide can be found in most secondary colleges, public libraries, CAEs, TAFE institutes and CES offices.

Assessment Task

The participants should be directed to their assessment task. The presenter should read through the assessment task and explain exactly what is required.

For those participants not attempting this course as part of GCO, the Level II assessment task should still be completed as part of working through this topic.

School Survival Kit For Parents

WORKBOOK

helping your kids cope with reading
writing and maths at school

BEST COPY AVAILABLE

School Survival Kit For Parents

helping your kids cope with reading, writing & maths at school

TRENDS
IN TRAINING

Adult Education
in
the Community

SCHOOL SURVIVAL KIT FOR PARENTS
HELPING YOUR KIDS COPE WITH READING, WRITING
& MATHS AT SCHOOL
WORKBOOK
ISBN 0 7311 2670 X

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Enquiries should be made to the
General Manager, Adult, Community and Further Education Board, PO Box 266D, Melbourne, Victoria.

Further copies of this publication can be obtained from The Adult Education Resource Information Service (ARIS). Telephone (03) 9926 4779.

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TRENDS
IN TRAINING

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Introduction

Welcome to the School Survival Kit for Parents: helping your kids cope with school.

What Are The Aims Of This Program?

This School Survival Kit For Parents is intended to enable parents to help their kids with school. This program aims to:

- give you the confidence to help your children with their school work
- provide you with practical advice relating to your child's reading, writing and maths skills
- provide you with skills in basic literacy and numeracy
- encourage you to return to study and build on your existing skills
- provide the start of a qualification.

Who Is This Program For?

This program is aimed at parents and adults who care for primary school children including grandparents, child care workers and homework centre volunteers who:

- want to help their children with their primary school education
- may need the confidence and skills to assist children with school work
- are interested in returning to study.

What Do You Need?

You need this Workbook and a pen. This Workbook includes learning activities and information for each topic in the program.

Some topics require additional resources such as a dictionary. These are listed at the beginning of each topic.

Topic Areas

The program is broken up into topics. You may do some or all of these topics.

- Introduction
- Encouraging Your Child
- Understanding Your School
- Children's Literature
- Reading
- Writing
- Spelling
- Maths Anxiety
- Learning Maths
- Place Value
- Number Skills
- Metrics
- Other School Subjects
- Returning To Study

How A Topic Works

Your presenter will provide you with some information and activities for each topic. They will lead your group in discussion.

Group discussion allows you and your group to get to know one another and to get to know about each other's children.

To get the most out of this program you should join in discussions as much as possible. The group will benefit from sharing each other's experiences, fears, hopes and goals.

Each topic includes activities. These help you practise your skills. Most activities are included in the Workbook.

Some topics have homework tasks. These also help you practise your skills.

The General Curriculum Options (GCO) Of The Certificates In General Education For Adults (CGEA)

This program not only provides hands on knowledge and skills for parents and carers of children, it also allows you to start a qualification. This program has been written to the Curriculum for the General Curriculum Options of the Certificates in General Education for Adults.

Your presenter will explain the GCO and the CGEA.

Assessment

To achieve the GCO credit you will need to undertake some assessment tasks. Assessment and participation in the GCO is voluntary.

Encouraging Your Child

Topic Overview

This topic covers the importance of being a positive parent. It looks at the effects of a parent demonstrating a positive attitude towards learning, schooling and their children. It concentrates on the benefits of praise.

You will reflect on how you use praise. You will decide whether you need to adapt your methods to encourage your children. You will discover if you are praising your child enough.

Key Topic Points

- Enjoying your children.
- Encouraging your children:
    - be positive yourself
    - praise your children.
- Promoting a happy, loving environment.
- Promoting a learning environment:
    - try to give your child a permanent work space
    - try to give your child the tools and equipment they need
    - be positive yourself about learning.

Homework

- Bring the completed **Praise** sheet along to the next class.

If You Want To Learn More

- Contact any of the following and enquire about positive parenting courses:
  - parent or child resource centre
  - the Department of Human Services
  - your local council.
- There is a good selection of books for parents who want to improve their parenting skills. Visit your local library and borrow some of these.

Notes

Notes

PRAISE

We all respond to praise!

Record all the positive statements you use to praise or encourage your children.

DAY	CHILD'S ACTION	YOUR STATEMENT
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		

Understanding Your School

Topic Overview

This topic will help you become aware of the various groups, committees and activities that exist at your child's school. You will learn the role these groups and committees perform and how important they are to your school.

You may discover areas that you are interested in and wish to become more involved.

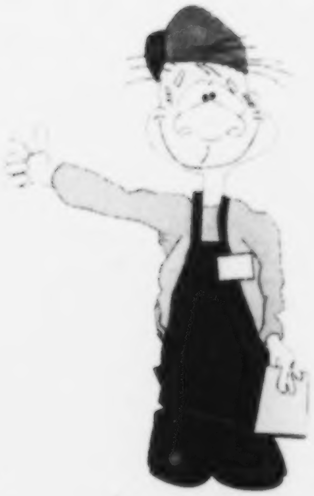
Key Topic Points

- Ways to become involved with your child's school.
- Making contact with the teacher and the school.

If You Want To Learn More

The assessment task for this topic will help you get a better understanding of your child's school.

Notes



Children's Literature

Topic Overview

This topic will make you aware of the important role children's literature plays in developing your child's reading skills. Children can learn a great deal about their world through books. They are a fantastic resource. By sharing titles and the names of authors with fellow group members you will build up a list of suitable books that you can enjoy with your children.

Key Topic Points

- The benefits of books.
- What you can do to help your child choose and read books.

The Benefits of Books

- Help introduce children to written language.
- Provide children with varied language experience.
- Expand the child's view of the world.
- Provide a sharing experience.
- Provide pleasure and enjoyment.

What can you do to help?

- Be a good role model. Let your children see you read; they will imitate.
- Have a set reading time together. Show your child that reading is a vital skill. Demonstrate that reading can be fun.
- Read a variety of books. Picture books, nursery rhymes, information books, songs, alphabet books, riddles, number books, mysteries, etc.

- Visit the library regularly and make the visit an activity you can share with your child.
- Give books as presents.
- Involve your child with the book as you read to them by pointing out special pictures, saying out loud rhyming words and predicting what word comes next in a rhyme.
- Ask questions.

Homework

- Select a book you and your child like. Bring it along to the next class.

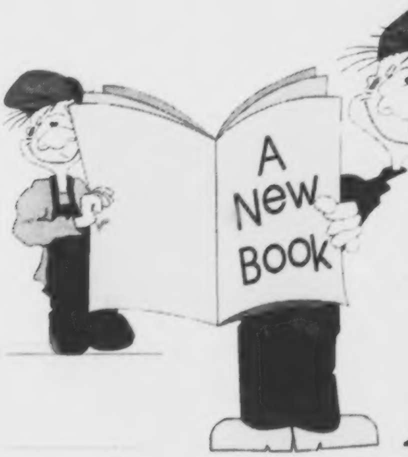
If You Want To Learn More

Your local library will have a collection of books that identify good children's literature. These books list the titles, authors, topics and recommended age groups. They briefly describe what the story is about. They are a very handy resource.

The assessment task for this topic will help you to get a better understanding of children's literature.

Notes

Notes



Introducing A New Book

Introducing a new book should be a fun and exciting activity. The most important things to remember are to keep it:

- short
- moving
- simple.

When introducing a new book for the first time you might like to use some of the following ideas as points to talk about.

- Look at the front cover and the title.
- Talk about the author/illustrator. (Have you read books by this person before?)
- Talk about the story. (What do you think it's about?)
- Point out any new or difficult words that the child might come across.
- Talk about the characters, places or things relevant to the story. (This story is about going to the snow—have you ever been to the snow?)

Pictures/Illustrations

- Don't ignore these or cover them up.
- Allow plenty of time for the child to look at a picture.
- Often the pictures help with the reading of the story.
- Appreciate the artist's work.

Questioning

By asking questions about the story you can tell if the child has understood the story and is reading for meaning. The types of questions you might ask are:

- Would you do that?
- Has that ever happened to you?
- Have you ever had a ride on a horse?
- Do you have any pets, like the girl in the story?
- What do you think will happen next?

If the child asks you a question while they are reading, answer them. Don't think they are being distracted from the story. This tells you they are enjoying the story and are interested in what they're reading.

Remember

You don't have to comment on all of these points or questions. Simply pick out one or two that seem relevant to the book you are reading and that are suitable for your child's attention and ability.

Good Book List

Author	*Title*	*Recommended Age Group*	*Comment*
Mem Fox	*Possum magic*	*Open or 3 years & up*	*Australian theme*
Libby Hawthorn	*The tram to Bondi Beach*	*Middle primary*	*Grandparents feature, talking about the past*
Janet & Allan Ahlberg	*Jeremiah in the dark woods*	*Upper primary*	*Fast moving & funny*
Eric Carle	*The very hungry caterpillar*	*3 years & up*	*Basic maths*

Reading

Topic Overview

Being able to read is a vital skill. Not only do we need to learn to read to function effectively in our busy world, but reading is also an extremely pleasurable way to spend time. Reading provides children with opportunities to access a world of exciting places both real and imaginative.

This topic will provide you with practical activities and suggestions that you can use at home. These activities will help your child become an active reader—a skill that will last them a lifetime.

Key Topic Points

- Looking for signs of reading readiness.
- Linking learning to speak and learning to read.
- Prereading suggestions.
- Three ways children learn to read in the classroom.
- Reading Recovery.
- Things to do when listening to your child read.
- Using questions.
- More suggestions for you to try at home.
- The importance of sight words.

Signs Of Reading Readiness

Not all of the reading readiness signs will apply to each child. The following list is a guide only. A child is usually ready to read when they:

- take an interest in books
- ask for stories to be read to them
- listen attentively when being read a story
- choose the book to be read
- refer to stories they've heard about in other discussions
- spend time by themselves looking through books or pretending to read
- ask for an explanation of parts of a story, words or pictures.

Listening To Your Child Read

Some practical suggestions for listening to your child read.

- Always make the experience pleasant and happy for your child.
- Try not to **tell** your child anything—try to **help** them work it out. However you may need to explain the characters, unusual situations or difficult names.
- If your child stumbles or falls silent—pause, don't jump in. Give them a chance to work it out.
- If they still don't respond ask them if they can sound it out or maybe leave that word out and read on. Maybe the illustration will help your child when they come across this word later.
- If it is a **new** word you might like to write it on a flash card and refer to it on a regular basis until they can readily identify it in isolation.
- Give encouragement for **all** attempts. (Reading has developmental stages.)
- Questioning, especially open ended questions, can be used for many purposes.

Using Questions

The use of questions can tell you if your child is reading for meaning and actually comprehending the desired message.

Some sample questions you might like to use:

- Does the way you read that make sense? (meaning)
- Has that ever happened to you? (meaning)
- How do you think the farmer felt? (meaning)
- What do you think they should do? (meaning/think/search)
- Did that sound right to you? (phonic/word attack)
- You said...does that sound right? (phonic)
- Point to a letter...you said... is that the right sound? (phonic)
- Do you know any other words that look like that? (word attack)
- Point to a full stop...what should you do here? (punctuation awareness).

More Suggestions For You To Use At Home

Reading Environment

- Take time to talk about the books you read with your child. This helps generate ideas, opinions, questions.
- Browse in bookshops together.
- Encourage your child to buy books with pocket money.
- Ask your child to read the grocery list when shopping. This helps build the child's vocabulary.
- Let your child see you reading (newspaper etc). This shows them that you value the skill of reading.
- Try to provide your child with a growing collection of books. Make sure the books are matched with the child's interests and skill level.

- Visit a library regularly.
- Write easy to read notes and leave them around for your child to find. This makes a good game.

Reading Aloud

- Try to set aside a short period each day for reading to your child. Make sure it's a quiet time. Just before going to bed is quiet in most homes.
- Let the child choose a book for you to read to them.
- Sit close to your child so they can see the words and pictures.
- Allow time for looking at the pictures.
- Answer any questions your child asks related to the story.

Homework

- Read to your child (children) tonight!
- Begin regular storytime.
- Review and become familiar with the **Basic Word List** on page 27.

If You Want To Learn More

There are some good books on this topic. Visit your local library and borrow some of these.

The following list of books can help you identify suitable children's literature. Most should be available from your local library.

- *Honey for a child's heart*, written by Gladys Hunt.
- *The PETA guide to children's literature*, written by Walter McVitty.
- *What should my child read*? written by Susan Moore.

Notes

Notes

Basic Word List

Important Words In Learning To Read

a and he I in is
it of that the to was

1/4

12 words = 1/4 or 25% of all reading

all as at be but are
for had have him his not
on one said so they we
with you

1/3

20 more plus 12 above = 1/3 or 33% of all reading

about an back been before big
by call came can come could
did do down first from get
go has her here if into
just like little look made make
more me much must my no
new now off old only or
other our out over right see
she some their them then there
this two up want well went
were where which who will what
when your

1/2

68 more plus 12 above plus 12 above = 100
These 100 words = 1/2 or 50% of all reading

Writing

Topic Overview

This topic will explain the theory behind language development. This theory applies to listening, speaking, reading and writing. The topic will also look at different types of writing children attempt at school as well as what influences they have to consider.

Activities and group discussions will provide you with practical suggestions relating to reluctant writers and to handwriting.

Key Topic Points

+ The language learning theory.
+ The steps involved in process writing.
+ Influences a writer must consider.
+ Different types of writing.
+ The importance of prewriting skills.
+ The basics of good handwriting skills.
+ Ways to make the writing task more interesting and challenging for your child.

Ways To Help Your Child Write

+ Suggest ideas for them to write about.
+ Help them find more information about a topic.
+ Read with interest what they've written.
+ Comment positively on their writing.
+ Be tactful when suggesting improvements.
+ Be encouraging.

- If you have access to a computer, encourage your child to write using the computer.

Writing Activities You Can Do At Home

- Write to friends, family or pen pals.
- Enter competitions in the local newspaper (jokes, poems or short stories).
- Keep a diary.
- Create a holiday book (write captions under family holiday snaps).
- Write the shopping list, short notes and reminders.
- Make signs (Lily's bedroom. Keep out!)

Ways To Help Your Child With Handwriting

- Always model and demonstrate good posture, paper position and grip.
- Model a positive attitude. Show your child that you consider handwriting to be an important skill.
- Provide your child with plenty of opportunity to practise (remembering the need to rest.
- Enhance your child's writing skills by further developing their fine motor and coordination skills. For example, join the dots, bouncing a ball.
- Provide your child with a variety of activities that draw on handwriting skills.

Homework

- Make any changes to your child's learning/working space at home.
- Try to provide them with as many different experiences as possible.

If You Want To Know More

Talk to your child's teacher. They can keep you informed about the topics currently being studied at school. They can offer you ways to stimulate your child and encourage them to write.

Remember

+ FINGERS UP — Try to hold the pen or pencil at least 2–3 cm above the tip.
+ WRIST DOWN — Try to keep your wrist below the line you're writing on.
+ ELBOWS IN — This discourages you from hooking your hand up over your writing.

Notes

Notes

Spelling

Topic Overview

This topic will help you improve your spelling skills. You'll look at spelling methods that will help you and your child learn to spell. You'll also look at ways to help your child with their spelling.

Resources

To complete this topic you will need a dictionary, preferably Australian.

Key Topic Points

- What is spelling?
- Why is spelling hard?
- Spelling methods:
  - sounding out
  - sight words
  - letter partners
  - look–say–cover–write–check.
- Using a dictionary.
- Ways to help your child.
- Ways to help yourself.

The Alphabet

An alphabet is a system of written symbols or letters. The letters of the English alphabet are:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

These letters are divided into:

Vowel Letters

A E I O U
a e i o u

Consonant Letters

B C D F G H J K L M N P Q R S T V W X Y Z
b c d f g h j k l m n p q r s t v w x y z

Syllables

Spelling involves sounds and letters. Spelling involves arranging letters into sounds to form words.

A syllable usually is a sound with only one vowel sound. Words can be broken into syllables. Some words have one syllable, for example:

all an and can do far hot it

Most words have more than one syllable. Examples of words with two syllables include:

about	because	children	into
a/bout	be/cause	chil/dren	in/to

Examples of words with more than two syllables include:

aeroplane	education	elephant
aer/o/plane	ed/u/ca/tion	el/e/phant

Sounding Out

A high percentage of words we use on a regular basis have a phonic base. That is, they are able to be spelt by sounding the letters and letter blends. The writer may adopt a 'word attack' method. Here they attempt to spell an unknown word by breaking it into sounds and syllables and then putting them together again. A writer would say the word out loud and say the sounds in order to help them spell the word.

Sight Words

A sight word is a word that is automatically recognised and does not require sounding out. That recognition comes from regular practise. Included on pages 43–45 are **Dolch's Basic Sight Vocabulary** and **Dolch's List of Most Common Words**.

Letter Patterns

Learning to spell can also be a visual skill that requires using your memory. That means being able to recognise whether a word is spelt correctly or incorrectly—deciding if the word looks right.

This is done by visualising the complete word in your mind. Not everyone can remember how every word looks!

The letter sequence found in many words is predictable. There are many common letter pattern sequences. For example **action, eigh, ough, inter** and **dis**. By learning to spell some words, new words can be spelt which fit this pattern.

Look~Say~Cover~Write~Check

Look–Say–Cover–Write–Check (LSCWC) is a method of learning to spell that involves memorising and visualising. This spelling method is taught in many primary schools.

The LSCWC method relies on the look of a word. The procedure is as follows.

1. **LOOK** carefully at a word and memorise the spelling.
2. **SAY** the word and spell it out loud.
3. **COVER** the word
4. **WRITE** it down from memory.
5. **CHECK** the word has been spelt accurately. If not try again.

What Can You Do To Help Your Child?

There are a number of ways for you to help your child with spelling.

- Speak clearly to your child. Poor speech often causes poor spelling.
- Show your child how to use a dictionary, using a simplified children's one. Don't assume your child knows how to use a dictionary.
- Help your child make a personal dictionary or word bank. An old exercise book will do the job.
- Try as many different approaches as possible if your child is struggling with a word:
    - say the word
    - break it down
    - write it out on a card
    - write it in a sentence
    - look it up in the dictionary and find its meaning.
- Play games with your child such as:
    - Scrabble
    - Scattegories
    - crosswords.
- Be positive and encouraging. Acknowledge all your child's spelling attempts.

What Can You Do To Help Yourself?

There are a number of ways you can help improve your own spelling. Improving your spelling allows you to further help your child!

- Read everything you can get your hands on. The newspaper is a good place to start. The newspaper will usually have familiar content and keep you informed about current events.
- Buy a current Australian dictionary:
    - use it and encourage your whole family to use it
    - leave it in a conspicuous place like the coffee table.
- Have a go at completing a crossword or wordsearch.
- Write letters to friends. Tell your friends you are trying to improve your spelling.
- Write a personal diary. Your kids will love to read it in the future.

Conclusion

- Correct spelling requires drawing on more than one learning method.
- Try to encourage your child to become confident with word attack skills and surround them with the printed word.
- Try to be positive, stay calm and be ever encouraging.
- Acknowledge all your child's spelling attempts.
- Remember the importance of praising (outlined in the **Encouraging Your Child** topic). Statements like, "Wow you've almost got it right, you've only left out one letter" are better than crossing out their work.
- Encourage your child to think about the correct spelling of a word. The child has to do the work and learn, not you.
- Ask your child's teacher what you can do at home to help your child.

Homework

Review this Spelling topic. Become familiar with the words in **Dolch's Basic Sight Vocabulary** and **Dolch's List of Most Common Words** on pages 43–45. Play some of the suggested spelling games. Make some of your own or try commercially produced ones.

If your child asks you what you are doing, tell them "homework". This will be a good example.

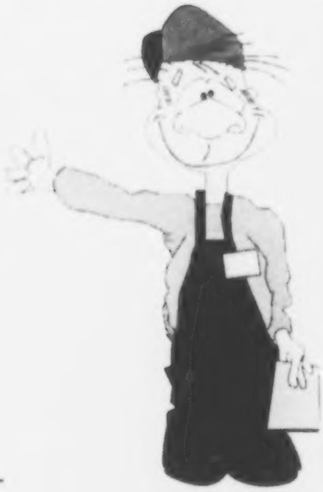
If You Want To Know More

Books written to help adults to spell are available and are very helpful. Visit your local library and borrow some of these. Two highly recommended are:

- *Helping adults to spell* by Sue Abell, 1995, Adult Literacy and Basic Skills Unit, London
- *Improve your spelling* by Suzanne McConnell, 1990, Penguin, Ringwood

Notes

Notes



One Minute Consonant

You have one minute to think of as many words as you can which start with a consonant sound. For example, spell, pen, paper.

The following consonants are in the order in which they are most frequently found at the beginning of words.

S C P B M T D R H F L G W N U K J Q Y Z
s c p b m t d r h f l g w n u k j q y z

For example
Sand
Salt
Sun
Strawberry

Your total ____________

read
red
right

Dolch's Basic Sight Vocabulary

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean

cold
come
could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast

find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow

had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
into
in
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

made
make
many
may
me
more
much
must
my
myself

never
new

no
not
now

of
off
old
on
once
one
only
open
or
other
our
out
over
own

pick
play
please
pretty
pull
put

ran
read
red

right
round
run
ride

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that

their
them
the
there
these
they
think
this
those
three
to
today
together
too
try
two

under
up
upon
us
use

very

walk
want
warm
was

wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write

yes
you
your

Dolch's List Of Most Common Words

aeroplane
apple
baby
back
ball
barn
basket
bear
bed
bell
bird
birthday
boat
book
box
boy
bread
bus
cake
cap
car
cat
chair
chicken
children
coat
corn
cow
eggs
dog
doll
door
dress
duck
ear
elephant
eye
face
farm
father
feet
fire
fish
flower
garden
girl
grass
hair
hand
hat
head
hen
hill
horse
house
kitten
leg
letter
man
men
milk
money
monkey
mother
nest
nose
paper
party
picture
pony
puppy
rabbit
rain
ring
road
school
sheep
shoe
snow
squirrel
stick
store
street
sun
tail
toys
train
tree
wagon
watch
water
window
wood

Letter Patterns

Think of and write a word for each letter pattern.

al	**tele**	**sub**	**dis**
always	*telephone*	*subway*	*disappear*
already	*television*	*submarine*	*discover*
______	______	______	______

err	**in**	**augh**	**our**
cherry	*sing*	*daughter*	*pour*
sherry	*swing*	*laugh*	*flour*
______	______	______	______

sh	**ght**	**ed**	**ing**
fish	*light*	*red*	*wing*
mash	*right*	*offered*	*sing*
______	______	______	______

Think of some letter patterns and write some words for each pattern.

Look~Say~Cover~Write~Check

- The LSCWC method works for all ages.
- Only add words to your list that are **relevant** to you and which you **need** to learn (words you write on a regular basis).
- When adding a word look for irregular spelling features that may trick you. For example GH in NIGHT or W in WHO.
- Highlight the parts of a word you have trouble remembering. For example double letters or unusual sequences.

WORD TO LEARN	1ST ATTEMPT	2ND ATTEMPT	3RD ATTEMPT
Wednesday	*Wensday*	*Wednesday*	
Accommodation	*Acomodaytion*	*Acommodation*	*Accommodation*
Night	*Nite*	*Night*	
Who	*Hoo*	*Whou*	*Who*

WORD TO LEARN	1ST ATTEMPT	2ND ATTEMPT	3RD ATTEMPT

Spelling Sheet

Look~Say~Cover~Write~Check

WORD TO LEARN	1ST ATTEMPT	2ND ATTEMPT	3RD ATTEMPT

Spelling Games

Step Up

Start with one word in the bottom left corner of a page. Build a step by linking two new words. Build a staircase by adding as many steps as you can.

link
i
n
nice
e
a
cut
a
cup

Words From Words Game

Make as many words as you can from the letters of one long word.

dictionary

on an it cod con cad any
din dot day coy can cat
tar tin ton toy dart cart yard
darn action

Can you think of any more? ____________________

____

education ____________________

____

____

Maths Anxiety

Topic Overview

This is the first topic in this program dealing with numeracy skills. Lots of people are anxious about maths - especially if school was a long time ago. Chances are you are probably afraid of maths. Most likely you are afraid of helping your child with their maths. This topic looks at any fears or discomfort you have with maths. Once these fears are recognised you'll look at ways to overcome them. Then you can enjoy maths and will be able to help your child with their maths homework.

Key Topic Points

- Why does maths have a bad reputation?
- How do you feel about maths?
- What are some causes of maths anxiety?
- What are some ways to overcome maths fears?

How Can You Overcome Any Fears?

Think about the following points.

- Don't be afraid to have a go.
- Be positive about maths.
- Maths surrounds us every day. For example - cooking, shopping, time, temperature, organising finances, household repairs, sewing, knitting, travel.
- Tell yourself you **can** do it!

Maths and Me

Please complete these sentences:

Maths makes me feel ....

....

....

....

....

....

....

....

....

....

Maths at school was ....

....

....

....

....

....

....

....

....

....

When it comes to maths I'm good at ....

....

....

....

....

....

....

When it comes to maths I've never been able to ....

....

....

....

....

....

....

....

When it comes to maths I'd like to learn how to ....

....

....

....

....

....

....

....

Adapted from materials from *Breaking the maths barrier: A kit for building staff development skills in adult numeracy*, B Marr, S Helme, D Tout, 1991, pages 138-139. Reproduced with permission from Department of Employment, Education and Training, Canberra.

Notes

Learning Maths

Topic Overview

This topic will help you understand what maths is and how it is learnt. You will be reminded of how maths was taught at school and compare this with how it is taught today. You will also explore how you can help your child with maths.

Key Topic Points

- What is maths?
- How is maths learnt at school today?
- The five strands of maths.
- How is maths taught at school?
- Maths at home.
- How you can help with your child's maths.

How Can You Help Your Child With Their Maths?

There are a number of ways you can help your child with maths.

- Show an interest and be positive about maths.
- Encourage your child to talk about what they are doing in maths at school.
- Keep up to date with what your child is doing in maths at school and their progress.
- Involve your child in realistic and suitable maths experiences in the home such as cooking, gardening, craft, etc.
- Encourage your child to take part in discussions involving maths in the home, such as how much TV to watch.
- Play games at home which involve maths—cards, checkers, and commercial games such as Mastermind and Uno.
- Encourage your child to take risks and try out their own ideas.

- Praise every effort.
- Reassure and encourage your child.
- Provide a calculator at home.

Homework

- One of the best things you can do is give your child the message that maths is an enjoyable part of our daily life. If you don't do this already, start today. But be discrete. Your child will see through you if you are over the top.
- Revise this topic, particularly the section on **How Can You Help Your Child With Their Maths?**
- Talk to your child's teacher about what your child is doing in maths at school and their progress.

If You Want To Learn More

There are some good resources on this topic. Visit your library and borrow some of these.

- *Books you can count on: Linking mathematics and literature* by Rachel Griffiths, 1988, Nelson, Melbourne
- *Maths share: Activities at home for primary school students and families*, 1992, Department of School Education, Carlton
- *Sharing maths learning with children: A guide for parents, teachers and others* by Pat Castello, 1991, Australian Council for Educational Research, Hawthorn

Notes

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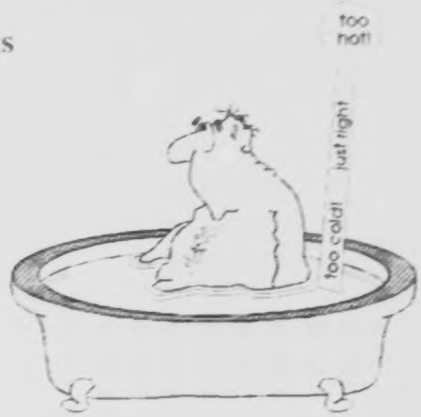
What is Maths?

MATHS IS ABOUT

ways of thinking which are **logical** and **analytical**
(eg ice taken from the freezer will melt)

seeing **connections** between things
(eg water and temperature)


too hot!
just right
too cold!

MATHS INVOLVES

invention
(eg creating a new recipe)

intuition
(eg serving food—portions and placement on plate)

exploration
(eg trying a new way of getting to work)

pictures such as diagrams, graphs or symbols
(eg weather maps)

MATHS HELPS TO

make decisions
(eg is that too heavy to lift?)

solve problems.
(eg how can a table be moved through a doorway?)

Adapted from *Mathematics in our schools—a guide for parents and the community*, Australian Education Council and Curriculum Corporation, 1991, page 20.

Write an example for each of the following.

MATHS IS ABOUT

ways of thinking which are **logical** and **analytical**

....

seeing **connections** between things

....

MATHS INVOLVES

invention

....

intuition

....

exploration

....

pictures such as diagrams, graphs or symbols

....

MATHS HELPS TO

make decisions

....

solve problems.

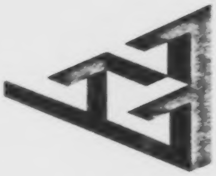
....

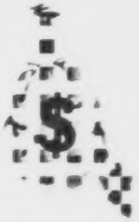
Adapted from *Mathematics in our schools—a guide for parents and the community*, Australian Education Council and Curriculum Corporation, 1991, page 20.

Five Strands of Maths

There are five content strands of maths taught at school. These can be related to everyday life.

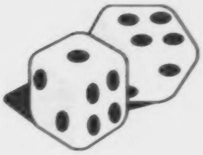
SPACE (GEOMETRY)
shapes, arrangements, transformations, locations
(eg using a street directory)





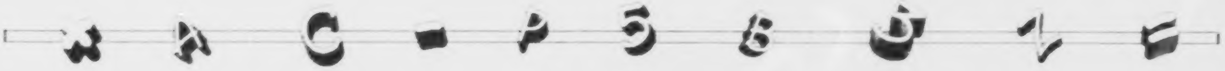
NUMBER
addition, subtraction, multiplication, division, estimation, fractions, percentages, ratios, calculators
(eg how much money to withdraw from the bank)

MEASUREMENT
length, area, volume, capacity, weight, mass, time, temperature
(eg how far apart to plant seedlings)



CHANCE AND DATA
chance and probability data, statistics, predicting
(eg playing cards)

ALGEBRA (PATTERN AND ORDER)
making statements about patterns, understanding relationships between quantities, finding values for quantities.
(eg how much tea is needed in the teapot)



From your everyday life write an example for each of the following.

SPACE (GEOMETRY)
shapes, arrangements, transformations, locations

....

NUMBER
addition, subtraction, multiplication, division, estimation, fractions, percentages, ratios, calculators

....

MEASUREMENT
length, area, volume, capacity, weight, mass, time, temperature

....

CHANCE AND DATA
chance and probability data, statistics, predicting

....

ALGEBRA (PATTERN AND ORDER)
making statements about patterns, understanding relationships between quantities, finding values for quantities.

....

Algebra
Space
Chance & Data
Number
Measurement

Place Value

Topic Overview

This topic is about one of the most important foundations for teaching maths in school—place value. This topic explains and demonstrates place value.

Key Topic Points

- What is place value?
- How is place value taught at school?

Homework

Review this topic. Complete all the activities for this topic in this workbook. If your child asks you what you are doing, tell them "homework". This will be a good example.

If You Want To Learn More

There are some good resources on this topic. Visit your library and borrow some of these.

Notes

Notes

How Much Money?

For this activity you have to work out what cash denominations are needed. Assume the only cash denominations are $100 notes, $10 notes and $1 coins. The first two exercises have been done for you.

$100 notes	$10 notes	$1 coins	
	4	1	$41
2	3	0	$230
			$8
			$40
			$75
			$110
			$483
			$602
			$1000
			$2521

Money Exchange

For this activity you have to work out how many $10 notes and $100 notes the bank will give you in exchange for $1 coins saved and stored in your piggy bank. (Assume the only cash denominations the bank has are $100 notes, $10 notes and $1 coins.) You also have to work out how many $1 coins will be left over and put back in your piggy bank. The first two exercises have been done for you.

The number of $1 coins in your piggy bank	**How many will you get?**		**How many will be left over?**
	$100 notes	$10 notes	$1 coins
23		2	3
104	1	0	4
82			
70			
135			
200			
310			
466			
659			
999			

Place Value Practice

This activity will help you practise your place value skills. The first four have been done for you. The rest have been partly done. You need to fill in the gaps.

thousands			hundreds	tens	units	Number
100's	10's	1's	100's	10's	1's	
				3	2	32
			1	0	0	100
			9	6	0	960
		2	0	0	0	2000
			2		5	245
		1		0	5	1405
	4		3		3	42373
6		7			2	637762
9						999999
	2	3	6	0	0	
			8	6	3	
		6	2	4		46240
		3				3769
					8	2838

Identify The Value

This activity will help you practise your place value skills and number words. Some have been done for you.

What is the value of the:

one	in	175	=	one hundred	=	100
two	in	52	=	two units	=	2
three	in	438	=	three tens	=	30
four	in	4501	=	___________	=	___________
five	in	8750	=	___________	=	___________
six	in	6108	=	___________	=	___________
seven	in	7606	=	___________	=	___________
eight	in	81704	=	___________	=	___________
nine	in	64957	=	___________	=	___________

Fill in the gaps

ten = ______

twenty four = 20 + ______

thirty five = ______ + 5

forty four = ______ + ______

fifty two = ______ + ______

sixty seven = ______ + ______

seventy three = ______ + ______

eighty six = ______ + ______

ninety nine = ______ + 9

one hundred and forty = ______ + 40

four hundred and eighty = 400 + ______

one thousand eight hundred and twenty six = 1000 + ______ + 20 + 6

seven thousand six hundred and two = ______ + 600 + 2

thirty thousand seven hundred and four = 30 000 + _____ + ______

fifty one thousand two hundred and twenty two
= 51 000 + ______ + ______+ ______

twelve thousand six hundred and five = 12 000 + ______ + ______

eleven thousand and nine = 11 000 + ______

thirteen thousand three hundred and fifty five
= ______ + ______ + ______+ ______

fourteen thousand nine hundred and eighty eight
= ______ + ______ + ______ + ______

fifteen thousand three hundred and sixty six
= ______ + ______ + ______ + ______

Number Skills

Topic Overview

This topic covers basic numeracy skills and demonstrates how they are taught at school.

Resource

To complete this topic you will need a calculator.

Key Topic Points

- Number permanence.
- Maths symbols and words.
- Addition.
- Subtraction.
- Multiplication.
- Division.
- Ways to help your child.

Homework

- Talk to your child's teacher. If you make a time, they will usually be only too glad to show you how they teach in their classroom.
- Practise as much as possible using the methods taught at your child's school.

If You Want To Learn More

There are some good resources on this topic. Visit your library and borrow some of these.

There are some excellent short courses offered on adult numeracy. Enquire at your local TAFE institute, community education provider or neighbourhood house. Your presenter may be able to suggest courses suitable for you.

Notes

Notes

Numeracy Symbols and Words

Record all the names you can think of to describe each of the following.

Operation Symbol	Examples of Names
+	
-	
x	
÷	
=	

From *Breaking the maths barrier: A kit for building staff development skills in adult numeracy*, B Marr, S Helme, D Tout, 1991, page 295. Reproduced with permission from Department of Employment, Education and Training, Canberra

How Much Will You Pay?

Two party pies costs $1.20 and an orange juice $1.00.

____

A cup of cappuccino costs $2.00 and a serve of mud cake $3.00.

____

A piece of fish costs $3.00 and $1.50 worth of chips.

____

A litre of milk costs $1.80 and a loaf of bread $2.00.

____

A birthday card costs $3.00 and wrapping paper $2.60.

____

Meaningful Maths

Solve the following

What are the total runs for a cricketer who scored 58 runs and 43 runs in a test?

What are the total rows knitted if 50 rows are in red and 62 in blue?

It takes 30 minutes to drive to your friend's house and another 25 minutes to drive from your friend's house to the cinema. How long will you need to allow for driving from your house, collecting your friend and driving to the cinema?

It takes 19 minutes to drive to the train station and 6 minutes to park the car and walk to the platform. If you leave home at 10.30, at what time will you arrive to catch the train?

How many pies does the canteen need for today's lunch orders?

grade:	orders:
prep	1
one	4
two	7
three	6
four	8
five	5
six	9

WORKSPACE

Practising Addition Skills

```
  11          73
 +16         +14
 ____        ____

 ____        ____
```

12 + 42 = ____

53 + 31 = ____

Find the sum of 35 and 24 ____

Find the sum of 28 and 67 ____

Find the total of 27 and 42 ____

Find the total of 15, 24 and 45 ____

What is 25 plus 17? ____

What is 61 plus 33? ____

Add 67 and twelve ____

Add 53 and 13 ____

Add 24, forty and 22
together ____

465	290
+304	+328
_____	_____

Find the sum of 486 and 321 _____

Find the sum of 779 and 103 _____

Do these calculations:

238 + 429= _____

seventy two + 211= _____

Add 483 to 438 _____

Add 515 to 409 _____

Find the answers to these additions:

605	252
+382	+746
_____	_____

What is the total of twenty two, 154 and three hundred? _____

What is the total of sixteen, forty and four hundred and fifty? _____

Add 271 and 18 and 426 _____

Add 42, 151, 300 and 214 _____

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Find the difference

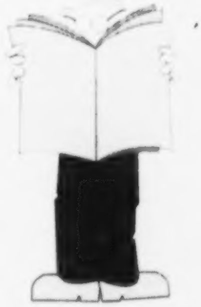
You give a $5 note to pay for an icecream worth $1. How much change will you receive?

chocolates

There were 24 chocolates in a box of chocolates you were given. There are now only 16 left. How many chocolates have been eaten ? (Who ate them!)

It takes 15 minutes to drive to your doctor's clinic. If you have an appointment at 2.30 what time will you need to leave?

If you have a 36 roll of film in your camera and you have taken 17 photos, how many shots do you have left?



You are reading a book with 255 pages. You have read to page 186. How many pages have you left to read?

WORKSPACE

Practising Subtraction Skills

54	48
-18	-20
____	____

36 - 43 =____ 28 - 14 = ____

Do the following calculations:

62 - 58 = ____ 51 - 12 = ____

62 take away 25 ____
35 less nine ____

87 minus 43 ____
58 less forty ____

Take 21 away from 60____

Take 29 away from 70____

What's the difference between 55 and 29? ___

What's the difference between 67 and 76? ___

By how much is 51 bigger than 25? ___

By how much is 81 bigger than 36? ___

Practising Subtraction Skills

What is the difference between the following pairs of numbers?

88 and 15 ____ 41 and 29 ____

Arrange the following numbers in order from smallest to largest:

72, 51, 98, 25, 33, 17, 65, 42

____

What is the difference between each of these?

__ __ __ __ __ __ __ __

Arrange the following numbers in descending order (from highest to lowest):

15, 92, 8, 62, 35

____

What is the difference between each of these?

____ ____ ____ ____

What would you add to twenty five to make 52? ____

What would you add to sixteen to make sixty? ____

What is 82 less nineteen? ____

What is 17 less than 41? ____

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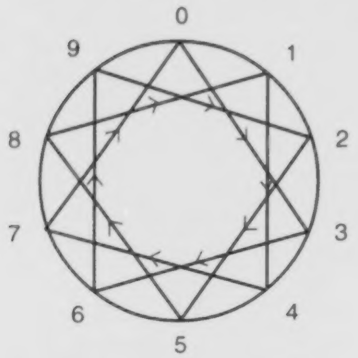
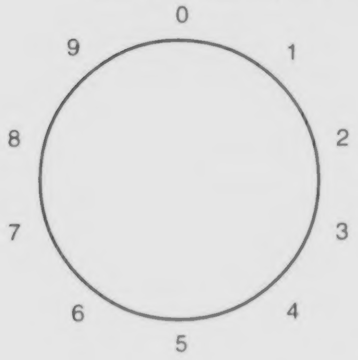
Number Patterns

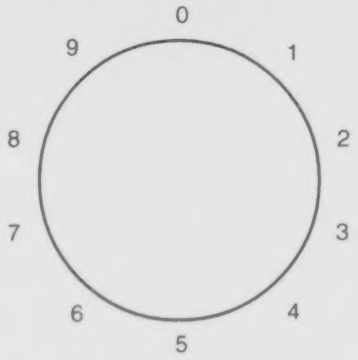


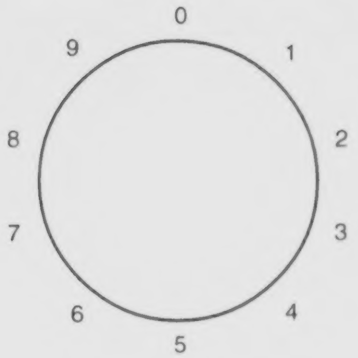
To play this game start on the zero. For multiples of three, count three numbers on the circle (3). Draw a line from the 0 to the 3. Count three more numbers around the circle (6). Draw a line from the 3 to the 6. Count three more numbers (9). Draw a line from the 9 to the 2 etc. See what pattern emerges.

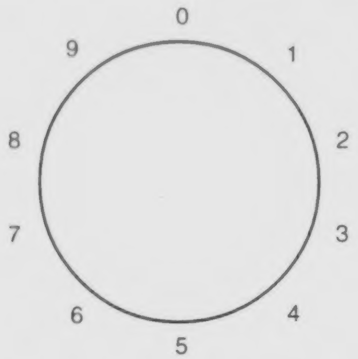
3 6 9 12 15 18 21 24 27 30 33

See what pattern of numbers emerges for the 2, 4, 6, and 8 times table.









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Multiplication Grid

X	0	1	2	3	4	5	6	7	8	9	10
0											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

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How Many?

How much would 20 \$5 notes total?

TODAY'S SPECIAL

SAUSAGES
\$4 KILOGRAM

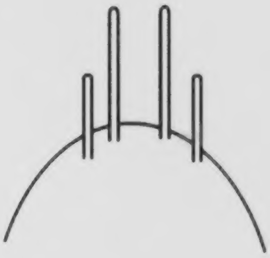
How much will you pay for 3 kilograms of sausages at \$4 a kilo?

It takes 12 minutes to bake a tray of biscuits and you can only bake one tray at a time. How long will it take to bake 4 trays?

It takes 20 minutes to run a load of washing. You have three loads. How long will it take to wash all three loads?

It takes 25 minutes to run a load of washing and 5 minutes to hang each load for drying. How long will it take to wash and hang four loads? (Be careful this is a trick question).

In a football game, the Reds kicked 5 goals and 2 points against the Blacks who kicked 8 goals. What was the total score for each team? (One goal is worth 6 points.)



Practising Multiplication Skills

3 x 2 =
3 x 10 =
3 x 12 =
6 x 5 =

Multiply 9 by 4
Multiply 11 by 7

What is 12 multiplied by 4?
What is 8 multilplied by 6?

What is 7 times 7?
What is 9 times 5?

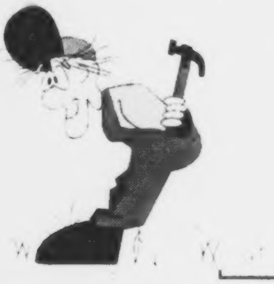
What are 11 lots of 10?
What are 3 lots of 12?
22 x 3 =
36 x 6 =

Multiply 45 by 5

What is 55 multiplied by 6?

What is 4 times 125?

What are 7 lots of 154?



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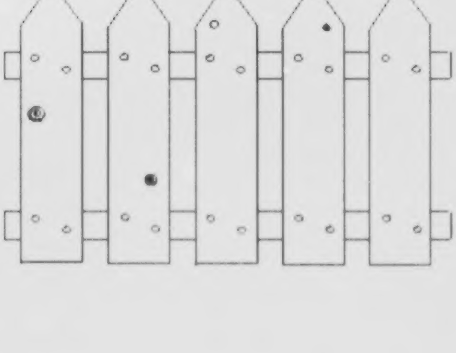
How Many Fence Posts?

All of the numbers in this activity are written in words. As you read through this exercise rewrite the words in numbers on the opposite page.

A school is erecting a new picket fence. Six pickets are needed for every metre. The total length of the fence is eight hundred and seventy nine metres. How many pickets are needed?

+ To find out the answer it's necessary to multiply eight hundred and seventy nine by six.
+ Six times eight is forty eight. Six times nine is fifty four. The answer is somewhere between four thousand eight hundred and five thousand four hundred.
+ Eight hundred times six equals four thousand eight hundred.
+ Seventy times six equals four hundred and twenty.
+ Nine times six equal fifty four.
+ The addition of four thousand eight hundred, four hundred and twenty plus fifty four is five thousand two hundred and seventy four.
+ Five thousand two hundred and seventy four pickets are needed.



WORKSPACE

How Much Paper?

A school prints its own School Magazine. Each magazine has 60 pages which will be printed on both sides. So 30 sheets of paper will be needed for each magazine. There are 289 magazines required. What quantity of paper should be ordered to print the magazines? (289 x 30.)

Daily Division

The cost of 2 litres of lemonade is reduced from $3 to $2. You decide to stock up. How many bottles can you buy if you have $20?

How much will each person pay if 8 people share a $56 bill at a restaurant?

Which is the best buy? A 500g container of detergent for $2.50 or the 750g container for $3.50?

How much will each person contribute to a gift costing $65 split between 5 people?

How much will each person receive if six people share a $72 tattslotto win?

If a bus seats 48 people, how many buses are needed to take 158 children, 5 teachers and 3 teachers aides on a school excursion?

How many pages of a book will you read in 60 minutes if it takes you 4 minutes to read a page?

Practising Division Skills

8 ÷ 2 =
25 ÷ 5 =
60 ÷ 10 =
99 ÷ 11 =

Divide eighteen by six.
Divide thirtyfive by seven.

What is 36 divided by 12?
What is 72 divided by 9?

How many sevens in 77?
How many eights in 48?

What does 81 divided between nine give?
What does 60 divided among five give?

300 ÷ 3 =
220 ÷ 5 =

Divide one hundred and fifty by two.

What is 480 divided by eight?

How many threes in 333?

What does 1000 divided between 25 give?

What does 1240 divided among twenty give?

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WORKSPACE

How Many Deliveries?

All of the numbers in this activity are written in words. As you read through this exercise rewrite the words in numbers on the opposite page.

Six people have to deliver nine thousand eight hundred and seventy eight newsletters to homes. Each person is to deliver the same number. How many will each person deliver?

- To find the answer it's necessary to divide nine thousand eight hundred and seventy eight into six parts.
- Six times one thousand is six thousand. Six times two thousand is twelve thousand. The answer will be between one thousand and two thousand.
- Nine thousand divided into six parts, gives one thousand each and there's three thousand over. Change that to thirty hundreds, plus eight hundreds. That gives thirty eight hundreds.
- Thirty eight hundreds divided into six gives six hundreds with two over. Change it to twenty tens, plus seven tens, gives twenty seven tens - divide twenty seven into six, gives four tens with three tens over.
- The three tens is thirty units, plus eight units, makes thirty eight units. Thirty eight into six parts gives six and two over.
- Each person will get one thousand six hundred and forty six. But what will we do with the two that are left over?
- We can't divide them into sixths and give each person two-sixths. You couldn't read the whole newsletter!
- So, two people will each have to deliver one extra newsletter!

WORKSPACE

How Many Magazines?

A school has 791 School Magazines for distribution to students. Each magazine is to be accompanied by:

+ a Newsletter which is to be manually inserted
+ a sponsorship sticker which is to be manually attached to the front cover of each magazine.

Four parents have volunteered for this task.
How many magazines, newsletter, and stickers will each volunteer need if they are to equally share the workload?

WORKSPACE

Pumpkin Soup Recipe

Sylvia has been given a pumpkin. Sylvia cuts up the vegetable and has 4.5 kilograms (or 4500 grams) of pumpkin.

Sylvia has a recipe for pumpkin soup which freezes well.

750 gram pumpkin
2 large onions
250 gram potatoes
4 cups chicken stock
1 cup cream

Help Sylvia convert the quantities of her recipe to the quantities she'll need to make the soup.

Metrics

Topic Overview

This topic is designed to make you 'metric aware'. You will be provided with real life examples which you can relate to metric measurement. You will get plenty of opportunity for hands on activities using concrete materials—lots of measuring, weighing and estimating.

Resources

To complete this topic you will need:

- a pen
- this Workbook.

Your presenter will bring:

- common household products of varying measurements and quantities
- kitchen scales, bathroom scales, measuring tapes, rulers.

Key Topic Points

- Using metric measurement in everyday life.
- Accurately estimating various forms of measurement including volume, mass and length.
- Choosing the correct unit when measuring.

Homework

Read *Understanding Metrics* and *Metrics in Everyday Life* on pages 113–116 of this Workbook.

If You Want To Learn More

There are some good resources available on metrics. Visit your library and borrow some of these. The following CD ROM is recommended:

+ *Measuring up*, distributed by Protea Textware Pty Ltd. Check with your presenter if you are interested in this resource.

Notes

Notes

Could It Be True?

Place a ✓ next to the true statements and a ✗ next to the false statements.

_____ Metres are used to measure length

_____ Grams are used to measure weight

_____ An average size men's shirt is 200 cm

_____ Foti had a fever because his temperature was 39.5° C

_____ Water will freeze at 0° C

_____ 200 grams of bacon is the same as $^{1}/_{2}$kg

_____ Mary bought a 20 kg turkey for Christmas dinner

_____ A 2 litre container of milk holds the same as four 500 mL containers

_____ Water boils at 10° Celsius

_____ Litres are used to measure liquid

_____ Lily cooks pasta in a saucepan that holds 6 litres

_____ A five year old child would be very tall if they were 200 cm tall

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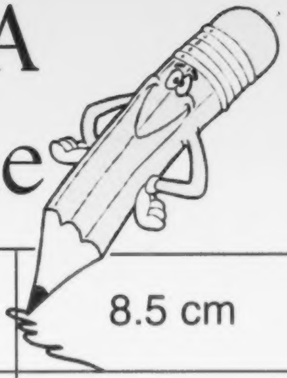
Match With A Connecting Line



The length of $20 note	8.5 cm
The width of a $2 coin	375 mL
The length of this Workbook	120 mm
The length of an Olympic swimming pool	2 cm
The volume of a can of soft drink	14 centimetres
The width of a CD cover	297 mm
The average length of a blue whale	3.3 kg
The length of a Medicare or credit card	50 metres
The average weight of a newborn child	70 kg
The average weight of an adult female	31 m

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Choose The Right Answer

Which is the right answer? A or B?

1 Lucia bought 150 cm of fabric is she:

A making a skirt

B making curtains

____

2 Lesley has 8 litres of water. Is she likely to be filling:

A a pot

B a washing machine

____

3 Deanna has 10 grams of butter. Is she likely to be:

A buttering toast

B making a cake

____

4 Mark buys 300 metres of timber. Is he:

A making a stool

B building a cubby

____

5 Robyn's plate measures 30 cm across. Is it likely to be:

A a dinner plate

B a bread and butter plate

____

6 Sue-Ellen is 5 metres above the ground. Is she likely to be painting:

A a fence

B the guttering

____

7 Will pours out 30 mL of liquid. Is he measuring:

A a shot of whiskey

B a jug of beer

____

8 The temperature of the water is 45°C. Is it likely to be in a:

A hot water service

B a pool

____

9 The bridge is 20 metres across. Is it over:

A a garden pond

B a creek

____

10 The temperature outside is 28° Celsius. Would you wear a:

A a t-shirt

B a jumper

____

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Understanding Metrics

The metric system is a decimal system of measurement.

Metric Units

metre is used to measure length
gram is used to measure weight
litre is used to measure liquid

Metric Prefixes

The metric system attaches metric prefixes to metric units.

kilo means one thousand
centi means one hundredth part of
deci means one tenth part of
milli means one thousandth part of

Metric prefixes have a decimal value. So kilo + metre = 1000 metres and milli + metre = one thousandth part of a metre.

Common Metric Prefixes And Units

Prefix	**kilo**	**(unit)**	**deci***	**centi***	**milli**
Symbol	k	(m, g or L)	d	c	m
Decimal value	1000		0.1	0.01	0.001
Meaning	one thousand	one	one tenth	one hundredth	one thousandth

*** centi and deci are usually used only with the metre**

Length

millimetres	(mm)	1000 mm = 1 m
centimetres	(cm)	10 mm = 1 cm
metres	(m)	100 cm = 1 m
kilometres	(km)	1000 m = 1 km

Mass

milligrams	(mg)	1000 mg = 1 g
grams	(g)	1000 g = 1 kg
kilograms	(kg)	1000 kg = 1 t
tonnes	(t)	

Liquid

millilitres (mL)	1000 mL = 1 L
litres (L)	1000 L = 1 kL
kilolitres (kL)	1000 kL = 1 MgL
megalitres (MgL)	

Temperature

degrees Celsius (° C)

freezing point: 0° C
boiling point: 100° C

Remember:

Use metrics all the time -
never revert back to the old units.
Talk metric - think metric!

Metrics In Everyday Life

Using metric units daily is the best way to improve your understanding of metrics. Take a look at these examples. Think of your own examples and measure the length, weight and volumes of familiar objects.

Length

1 cm - the width of a biro
10 cm - width across the knuckles
20 cm - a hand span
1 m - height of a kitchen bench
2 m - height of a household doorway
50 m - length of an olympic pool

Mass

10 g - 2 level teaspoons of sugar
55 g - a standard sized egg
500 g - family size box of cornflakes
1 kg - a litre of water
1 level metric cup holds 250 mL
1 level tablespoon holds 20 mL
1 level teaspoon holds 5 mL

Liquid

375 mL - can of coke
35 L - a laundry trough

Temperature

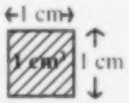
9^0 C - a cold day
21^0 C - a pleasant day
38^0 C - a very hot day
37^0 C - normal body temperature
100^0 C - boiling point of water
180^0 C - a moderate oven

Area

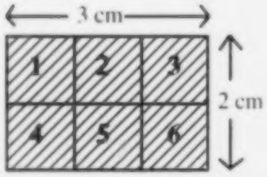
242 cm^2 - the area of a business envelope (11 cm x 22 cm)*
1 m^2 - the area of a telephone booth (1 m x 1 m)*

* When showing the measurement of an area, a raised two is put after the measurement symbol. This shows that the measurement is "square". For example $6cm^2$ is saying that the area is 6 square centimetres.

1 square centimetre =



6 square centimetre =



Notes

Notes

Other School Subjects

Topic Overview

This topic involves having a guest expert talk to your group about a topic in which they have expertise. Your guest will share their knowledge and understanding of a topic in the field in which they have hands on, up to date experience.

Key Topic Points

This topic will:

- give you the benefits of listening to a guest presenter
- encourage you to visit your local library
- encourage you to stimulate your child's mind by exposing them to the world and world events through the media and through books.

Notes

Notes

Notes

Returning To Study

Topic Overview

This topic is about discovering what is available to you if you wish to return to study. You will be given the chance to discuss your own needs and perhaps set some personal goals. The presenter will show you some options that are open to you, and you can investigate further if you wish. You will also have the opportunity to visit places, such as a TAFE institute, that offer further education for adults.

Key Topic Points

- There are people available who can help you make decisions about your further education needs.
- There are many opportunities for adults who wish to return to study.
- Many courses allow you to brush up basic skills as well as providing training in a particular area.
- You do not need a specific level of secondary education to return to study.

The Benefits Of Study

A good way for you to help your child is to set a good example. If your child sees you studying, they will be encouraged to study. If your child sees you enjoying learning, they will get the idea that learning is enjoyable.

Besides the benefits to your child, you will also benefit from a study program. Study can be enriching, interesting, rewarding and useful. The benefits of study range from improving confidence to career success.

Setting Goals

To set a goal means to tell yourself what you want to achieve.

To try to achieve a goal requires commitment, makes you motivated and, takes the chance element away. Trying to achieve a goal means you make a deliberate effort to accomplish what you want to achieve.

Your goals might be getting a job, getting a qualification, improving your personal knowledge or finishing this program.

Homework

Do the **Set A Goal** activity included on page 125 of this Workbook.

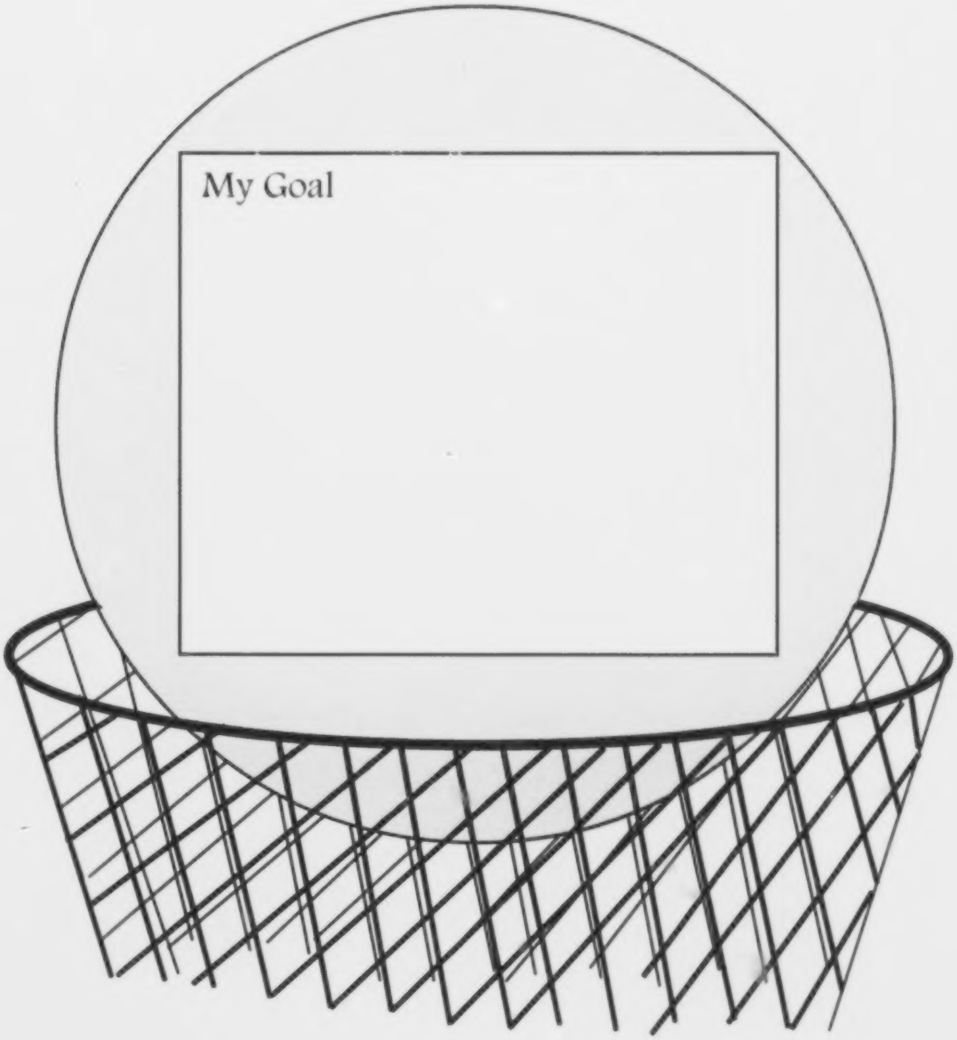
If You Want To Learn More

Visit a provider of adult education near you (for example TAFE, Neighbourhood House). Collect brochures or information about courses they offer. You may wish to only collect information about one particular area or you could collect information about a number of areas.

You could also talk with a courses and careers advisor about the options available to you.

Set A Goal

Think about your goal. Write it down in the space provided. Put it in a place where you will see it every day. Let your goal keep you motivated.



When you achieve a goal, reward yourself.

Notes

Assessment Tasks

TOPIC	Understanding Your School A research project	Children's Literature Choosing and using a book	Maths Skills Everyday maths and solving problems	Returning to Study My options
Collecting, Analysing & Organising Information	2.1 Find information about your child's school, especially those areas you could become involved in. 3.1 Find information about your child's school, especially those areas you could become involved in. Also interview a parent who is already involved.	2.1 Choose a child's book suitable for your own child.	2.1 Identify an area of maths that you find difficult and that perhaps you could help your own child with. 3.1 Identify the everyday maths tasks that you do and those that you have difficulty with. Some tasks may be the maths that you would like to help your child with but can't.	2.1 Assess your needs and investigate your further education options. 3.1 Investigate your options for further study. Collect information from a range of sources.
Planning & Organising Activities	2.2 Compile a chart about the information you have collected and use this as the basis of your presentation. 3.2 Plan a presentation to the group after organising the information you have collected from a number of people	2.2 Using guidelines given in class, plan and present the book to your own child. 3.2 Choose a range of books for a specific age group and evaluate why, with whom and how you would use them.		
Communicatin Ideas & Information	2.3 Present the information you have collected about your child's school to the group. 3.3 Present the information you have collected including the results of the interview. You will present your findings to the group using a chart to help.	2.3 After presenting the book, give your findings to the group, discussing what, why and how you used it. 3.3 Present the findings of the team to the group.		2.3 Present your findings to the group. 3.3 Present your findings to the group, including the reasons for/against particular options.
Working With Others & In Teams		3.4 Working in a small team of 2-3 people to present your information.		
Using Mathematical Ideas & Techniques			2.5 Find out how a maths problem is taught in your child's class. 3.5 Discuss with your child's teacher the maths task you would like to help your child with. Identify how it is taught and discuss how you could assist your child.	
Solving Problems			2.6 Use the teacher's techniques to help your own child with maths homework. 3.6 Identify the maths area that you would like help with and explain to the group how it is taught in your child's class.	2.6 Assess and identify your needs for further education. 3.6 Identify your personal needs and assess the options available to you for further education.

BEST COPY AVAILABLE

Understanding Your School Research Project - Level II

Learning Outcomes

2.1, 2.2, 2.3

Assessment Task

Your task is to find out as much information as possible about the areas in your child's school in which you could be directly involved. For example, parents' group, excursions, reading. You will choose some of these groups or activities and produce a chart. You will present your findings to your group.

Guidelines

1 You should research and collect information for the following.

- **Who** can I contact if I would like to find out about getting involved in my child's school?
- **What** groups, committees or activities are available for me to join?
- **When** are these groups or activities available for me to join?
- **Why** are these groups or activities formed? What are their purposes?
- **Where** do these groups or activities meet or happen?
- **How** can I join in? Are there any special skills or requirements involved?

You may collect your information by asking your child's teacher or perhaps the school principal or school secretary. There are many places you could find information.

You could check your information by discussing it with a teacher or another parent who is involved in school groups or activities.

2 Write down notes as you do your research on each of these. (Your presenter can help you.) When you have finished make sure that all the who, what, when, why, where and how questions and the information have been covered.

3 Now compile a list of those groups or activities that you believe are most relevant to you and that perhaps you would like to join at some stage.

Also list why you are interested in that particular group or activity and list when they meet or happen. Use a chart like this...

Group/Activity	Reason for my interest	When it happens
PARENTS GROUP *Perform many tasks essential to the smooth running of the school and are the chief fund raising body.*	*I could find out more about the school. I could help raise money and get to know more parents.*	*They meet every month (1st Tuesday).*
READING *To assist each child change their reader and to enable one on one reading.*	*I enjoy little kids. I would help prep/grade 1. It would improve my reading.*	*They hear reading every morning. It's up to you when you want to go.*

4 Present your chart to your group and explain:

- which groups or activities you have chosen
- what is the purpose of the groups or activities
- why you have chosen them
- how often they meet or happen.

You may wish to present the chart to your group on paper or the board. This will act as a prompt and help you to speak to your group.

5 You will also need to answer any questions from your group—so you may wish to jot down any possible questions and answers. Remember to ask your group if they have any questions.

Understanding Your School Research Project - Level III

Learning Outcomes

3.1, 3.2, 3.3

Assessment Task

Your task is to collect information about how parents can become involved in the school that your child attends. You will interview a parent who is currently involved in a group or activity. You will present your findings to your group as well as produce a one page information sheet.

Guidelines

1. You may work in a small group or individually.

2. You will need to keep the purpose of this task in mind and start to gather information from parents, teachers, the principal, school secretary etc.

3. Remember, your information will be presented back to your group—so consider who is in the group. Do they already know the school that your children attend? etc.

    - present (orally) the groups or activities that a parent can join at your child's school
    - present (orally) the views of a parent who is currently involved in a group or activity at the school
    - produce a one page information sheet that briefly outlines the groups or activities that any parent could involve themselves in at the school.

4 Your presentation needs to last no more than five minutes. You may wish to sort the information that you have collected into headings and subheadings. For example:

Group/ Activity	Purpose of the group/ activity	Members	How often it happens	Contact person

5 Before you interview a parent already involved in a school group or activity you will need to think of possible questions. The headings above could help you.

6 You can also use the interview to check the accuracy of the information you have already collected. Alternatively, a teacher may be able to do this for you.

7 Remember to use a simple outline or layout for your one page information sheet, so that your group can easily grasp all the information. This information sheet can also form the basis of your presentation and be used as a cue-card for you. You can expand on one of the groups or activities using the interview information you have collected.

8 You can also devise some simple evaluation questions that could easily be answered by those who have seen your presentation and information sheet. For example:

- How easily did you understand the information?
- List any areas that you found difficult to understand.
- Comment on the layout of the information sheet.

(This feedback can provide you with ideas on how to communicate more effectively next time. Make comments on this and include them with the audience's responses.)

Children's Literature
Choosing & Using A Book
Level II

Learning Outcomes

2.1, 2.2, 2.3

Assessment Task

This task is about finding a suitable book for your child. You will need to use the information given to you in class to help you. You will need to look back at your class notes.

Guidelines

1. You could find books at your local library, at your child's school or any other place that stores children's literature. You do not need to buy a book, unless you want to.
2. When searching for the right book keep in mind the ideas spoken about in the **Children's Literature** topic. List the reasons you have for choosing a book.
3. Check this with the ideas you have been given in the **Children's Literature** topic.
4. When you have chosen a suitable book for your child, present it to your group. You will need to discuss:
    + **What** the book is. The style of book, for example, a picture/story book, or a novel.
    + **Why** you chose this book for your child. You could present a list of reasons to your group.
    + **How** you would encourage your child to use this book.

5 Discuss how you thought your child reacted when you read the book to them. Make positive or negative recommendations to your group.

6 After discussing your own findings, give the book to your group and discuss any alternative ways of using it.

Children's Literature Choosing and Using A Book Level III

Learning Outcomes

3.2, 3.3, 3.4

Assessment Task

This task involves working in a team with two or three other members of your group. You will all work together to find some books (2 or 3 books each) and present them to your group with your evaluation of their suitability.

Guidelines

1 Decide on who you will be working with in your team (2 or 3 people).

2 Decide on the age group or groups that you would like to find books for.

You will need to discuss how you will evaluate the books. Look back at your class notes and discuss this with your presenter. You may want to come up with a check list. Remember each team member needs to choose two to three books. The presentation to the rest of your group will discuss:

- why you chose these specific books
- who they would be most suitable for
- how you would use these books with a child.

This information could be presented orally to your group as well as on a handout for other group members to keep.

3. Write down the tasks that need to be completed for your group to achieve this assessment task.
4. Design tasks to each person and try to set dates for each task to be completed.
5. Each team member must participate in the presentation, so you need to consider how this will be most effectively done.
6. Show your books to your group and discuss your suggestions for use—try to anticipate possible questions that the group may have. Your team could list possible questions and answers.

Maths Skills Everyday Maths and Solving Problems - Level II

Learning Outcomes

2.1, 2.5, 2.6.

Assessment Task

Your assessment task is to identify those areas of maths that you find difficult. You will also be able to show your group how a simple maths problem such as subtraction is solved in your child's classroom.

Guidelines

1. You are to keep a diary of all the daily activities that involve maths. The diary will be completed over seven days. You should show this to your presenter.
2. You may keep your records as follows. (You may need to discuss with your presenter the maths that is actually involved in some activities.)

DATE	ACTIVITY	MATHS INVOLVED
27/11	*Shopping for groceries*	*money; addition; subtraction; weight; volume*
	Planning a weekend away	*time; money; estimation*

3 With the assistance of your presenter come up with a list of all the maths you successfully do and the maths that you avoid or can not do. Some of the maths may involve the maths that you can't help your child with because you are unsure how it is taught.

4 You can now select one maths problem (such as division) that you will help your own child with. The aim is to find out, through your child's teacher, how this particular problem is taught so that you can then understand and help your child at home.

5 You may wish to discuss the strategies you use with your presenter and then think of questions for your child's teacher about how they teach this particular maths.

6 Arrange an interview time with your child's teacher and explain the purpose.

7 Discuss with the teacher (using lots of paper to write down the ideas) how the maths is taught in class. Remember to ask for examples and simple language explanations.

8 Practise this technique and report back to your group. You will discuss what the task is and how it is taught in the classroom. You may even discuss how you have used these ideas to help your own child—perhaps even report back on improvements.

Maths Skills Everyday Maths & Solving Problems - Level III

Learning Outcomes

3.1, 3.5, 3.6.

Assessment Task

Your task is to understand the maths involved in everyday activities and how maths is taught in schools.

Guidelines

You will keep a diary recording your daily activities using maths. You will find out how a particular maths problem is solved in your child's class and present your findings to your group.

1 You will need to keep a diary for a week and write in it each day. Record the daily activities that you complete which involve any sort of maths. You may need help from the presenter to decide on the maths involved.

DATE	ACTIVITY	MATHS INVOLVED
27/11	*Driving kids to school*	*time; estimation; distance*
	Cooking a meal	*temperature; weight; time; estimation*

2. This information will form the basis of the remainder of the task. You can now (after collecting the information over seven days) list all the maths operations (addition, subtraction etc) you have used and any maths that you can not do, or avoid.

3. Now list maths problems that you would like to improve your skills in. Discuss your chart and list with your presenter. Some maths may be from your own child's work at school that you have been unable to help with.

4. Having identified some maths that you would like to improve on and know more about, talk to your presenter about possible ways of solving these problems. Also talk to your child's teacher about how a specific maths problem is taught in the classroom.

5. Write down how the maths problem is done, in your own way and how it is taught in your child's class. Discuss the differences with your presenter.

6. Try to practise in class using the same method as your child and discuss the outcomes with the presenter. You may even work on this with your child, if it is appropriate to do so. Again discuss this with you child's teacher and the presenter.

7. Explain to your group how you solve a particular maths problem showing:

   - how you solved it previously and/or
   - how it is taught by your child's teacher.

   Discuss with your group, using the board or handouts etc, ways that you may now be able to help your own child.

Returning To Study My Options ~ Level II

Learning Outcomes

2.1, 2.3, 2.6.

Assessment Task

Investigate further education options available to you. You will present your findings to your group.

Guidelines

1. You will decide on the area/field that you are interested in being involved in the future (eg business, welfare). You could work with your presenter to discuss options and/or use a TAFE institute courses and careers advisor.
2. Your next step is to collect information from a variety of sources (eg TAFE, Neighbourhood House etc) and start to record the options available. For example:

Title course/ program	Purpose of the course	Where it is run	When it runs	Cost	My thoughts

3 Use this information as a basis for your presentation. Keep brochures and pamphlets for others to see.

4 In the **My thoughts** column, you can jot down the pros and cons of this course.

5 You may wish to follow up any course that you are particularly interested in by discussing it further with the coordinator of the course.

6 For your presentation you may wish to put your chart up on a board or distribute it as a *handout. You could also have a small display of brochures* and handouts.

7 Allow your group to ask questions. You may try to think of questions they could come up with and note down your possible answers, so that you are prepared.

Returning To Study
My Options - Level III

Learning Outcomes

3.1, 3.3, 3.6.

Assessment Task

To discover the further education opportunities that are available to you. You will investigate the options (eg courses), that you may be interested in pursuing after the completion of this program.

Guidelines

1 You will investigate the courses or programs that you may in interested in going on with in the future. You could find this information through a number of sources, such as TAFE, Community Providers, Neighbourhood House etc.

2 Once you have collected some information you may select those that you think you would like to know more about. If you are still undecided, then perhaps you could discuss this with your presenter. The presenter may even refer you to a courses advisor or counsellor.

3 Keep a record of the options available. For example:

Title course/ program	Purpose of the course	Where it is run	When it runs	Cost	My thoughts

4 Use this information to help you decide on a course that could suit you. You need to assess your needs and write your thoughts about why something is or isn't acceptable to you.

5 When you have clarified your ideas, use this information to present to your group. You could use the chart as a plan for your presentation. You may also bring in brochures, booklets etc for other group members to see.

6 The aim of the presentation is to inform your group of the options you have investigated and the pros and cons of each. You can also hopefully present your final decision about which course or program you are most likely to undertake.

7 You may want to open up discussion after your presentation and try to answer any questions. You may need to clarify your presentation or follow up questions from the audience by doing further research.